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DISSERTATION

WORK-FAMILY ATTITUDES AND BELIEFS:
IMPLICATIONS FOR FUTURE AIR FORCE OFFICERS

Submitted by
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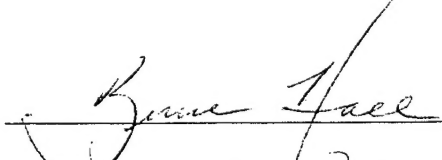
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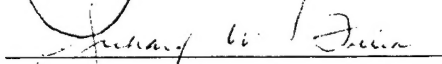
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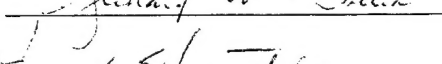
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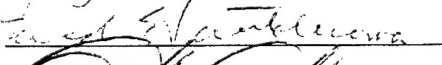
WE HEREBY RECOMMEND THAT THE DISSERTATION PREPARED UNDER OUR SUPERVISION BY STEPHANIE JOHNSON ENTITLED WORK-FAMILY ATTITUDES AND BELIEFS: IMPLICATIONS FOR FUTURE AIR FORCE OFFICERS BE ACCEPTED AS FULFILLING IN PART REQUIREMENTS FOR THE DEGREE OF DOCTOR OF PHILOSOPHY.

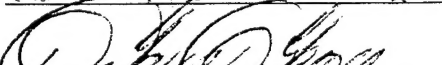
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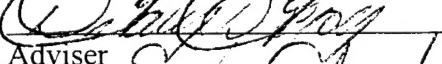








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ABSTRACT OF DISSERTATION

WORK-FAMILY ATTITUDES AND BELIEFS: IMPLICATIONS FOR FUTURE AIR FORCE OFFICERS

Our surroundings are rich with environmental and associated paradigm shifts that influence work and family. There are many potential consequences of these shifts. These changes impact the very nucleus of work and family, and often result in conflict with the organization's culture as attempts are made to provide balance between work and family. A successful integration of work and family benefits both individuals and organizations within the Air Force and civilian workforce.

An examination is provided that highlights future Air Force officers' expectations about balancing work and family life. Based on a current review of the literature, the Career Issues Survey was administered to a population of incoming Air Force officers to investigate attitudes toward various career and family issues. The sample for the study was comprised of 337 United States Air Force Academy and Reserve Officer Training Corps cadets preparing to enter the active duty Air Force. Results indicate significant differences between these groups regarding the degree of commitment women have to their career as compared to men. Significant gender differences were also present in such issues as career commitment, government or employer work-family policy responsibilities, and attitudes toward parental responsibility for childcare.

The findings suggest that dealing with work-family issues should continue to be a concern for the Air Force. Incoming officers demonstrate an expectation that their new employer should provide benefits, practices and policies that promote work and family. Such efforts by the Air Force could: (1) potentially strengthen the performance of human resources, (2) be utilized as an added value within a recruiting strategy, and (3) prove to

reduce attrition. Successful work-family balance solutions have the potential to strengthen the military force – a response that is vital to national society and society's development.

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Summer 2001

This work is dedicated to the most important balance in my life –

Tim, Matthew, Maria and Christian

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The journey of completing my doctoral program has not in any way been a solo experience. I could not have accomplished this dream without the love, guidance and help of many people. The top supporters, as always, have been my family. They serve as a beacon in my life and as constant reminders of what I hold most precious in my life.

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“If I have seen farther than others, it is because I have stood on the shoulders of giants”
Isaac Newton

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CHAPTER 1: INTRODUCTION

This research is about the shift in our work-family environment and the opportunity to benefit from that shift. It is an examination of changes impacting the relationship between one's work life and one's personal life. Work and family are highly interdependent and rarely insulated from each other. Family and work converge and what happens in one sphere oftentimes impacts the other.

Our surroundings are rich with changes that influence work and family. For example, our global boundaries are being erased with the advent of information technology. The result is an increase of virtual work environments making work and nonwork difficult to separate. Another example is the introduction of nanotechnology, which promises to help eradicate diseases that have stumped scientists for decades. The consequence of these new medical discoveries is a workforce of older people who plan to exceed previous life expectancies. These changes, and many others, impact the very nucleus of our being - work and family.

The balancing act of work and family has been impacted by the many changes occurring in our environment. At both an intrapersonal and an interpersonal level many variables that shape our surrounding environment ebb and flow. Elements that define the shape of the environment are numerous. Balancing all the variables on the teeter-totter of life presents challenges to both worker and the employer.

Shaffer and Anundsen (1993) have suggested that people and their environments are not devices that behave in a "linear sequence of cause and effect"(p.32). Instead, they believe that "we are all open systems, and every movement...causes vibrations in other parts.... whether we realize it or not" (p.32). Therefore, the broad terms of "work" and

“family” initiate reactions in each other. The idea is that work and family, even while separate, also share many of the same activities. Figure 1 depicts the environments of work and family as two overlapping entities. In addition to this reaction, the interactivity of the two is laden with cultural complexities, values, profit margins, personalities, and goals – just to name a few.

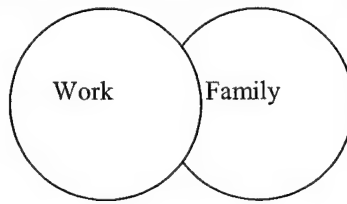


Figure 1: Work and Family Overlap

A successful integration of work and family benefits both the individual and organizations. Barnett (1999) recommends a framework that incorporates work-family systems. She explains that such a framework “integrates work, family, and community” (p.144). The framework should reflect a balance distribution – allowing for balance in people’s lives based on their unique circumstances.

An accurate depiction of the reality of work-family issues should pave the way for individual and organizational satisfaction. It is the combination of the individuals’ perception and the reality of their work-family balance that defines the spheres of work and family. These spheres set up a force field that frames the choices that people make (Williams, 2000).

In the early twentieth century, fears of industrialization contributed to policies that separated the spheres of work and family. Classical management theory equated the organization to a machine. In the 1920’s, a research project at the Western Electric Plant

in Hawthorne, Illinois showed that social and psychological factors were important in improving employee productivity (Katzell & Austin, 1992). This research provided a springboard for human relations theory that formed the body of knowledge that deals with relationships between the employees and the organization.

Today human relations professionals are concerned with appreciating their human capital. Human capital theory states that investment in the human element will lead to greater economic outputs (Gray & Herr, 1998, p. 63) and that people are both the greatest asset yet, a scarce resource for an organization. Organizational decisions and management involving human capital is critical to maximizing the value of business success. One avenue to pursue in order to remain competitive and increase human capital is through the development of work-family initiatives (Glendon, 1998 & Mackavey, 1998).

In contemporary times, the tendency is to invest in human capital using work-family policies. The concept of work-family industry embraces the policies employers offer employees that provide support to family members. The work-family industry is about 20 years old (Ferber, et al., 1991). It began as employer-supported childcare in the late 1970's when women entered the workforce in record numbers. An increase in dual-earner and female-headed families has led to significant interest between employer policies and families. The interest has evolved over time to include programs, policies and/or benefits that allow employees to better balance their work and personal lives. Ferber, et al. (1991), correlates the interest in work-family issues with a booming economy and the need to recruit and retain quality people.

It is thought that the type of work-family policies offered by a company is oftentimes reciprocated by employee commitment. An individual's commitment to an organization is strongly influenced by what the person perceives to be the organization's commitment to him or her, a phenomenon referred to as perceived organizational support (Eisenberger et al., 1986). In return for their attachment to the organization, individuals come to expect certain benefits from the organization, and consequently form beliefs regarding the extent to which the organization values their contributions and cares for their well being (Eisenberger et al., 1986 & Mowday et al., 1979). A more indirect commitment to the organization can be gained from the family. Orthner and Pittman (1986) proved their hypothesis that, as the perception of organizational support for families increases, family support for the organization will increase. This makes the family an important ally to the organization in garnering commitment from the worker. Organizations that commit to this philosophy begin to build a reputation as family-friendly organizations and begin to attract new applicants.

Companies are competing for the best and the brightest; therefore, their handling of these issues becomes a recruitment and retention tool. A large majority of the Human Resources literature deals with new and creative retention strategies. Low unemployment has made retention a crucial business. Meanwhile, employee recruitment has become a "buyers market." Job seekers are in a position to pick and choose their employers.

Many of today's job seekers are putting family/personal concerns before career. A tight labor market means employees are in a strong position to ask for accommodations that align with their priorities (Herzenberg, 1998). In Kaye and Jordan-Evans' (1999) book, Love 'Em or Lose 'Em: Getting Good People to Stay, they emphasize that the key

to increasing retention is to be family-friendly. From a competitive point of view, companies that have not emphasized the human side to working at a company are at risk.

The American workforce has changed its priorities. Workers believe that having time to spend with friends and family makes working worthwhile. Oftentimes, the decision to work at a particular company depends on the availability of work-family programs. Platt (1997) states that “72 percent of the members of today’s general workforce say that they need a job that doesn’t interfere with their personal or family life” (p. 319). Leonard (2000) provides data that points out that work-family balance will be a continued interest item. For example:

- One-third of college students and interns surveyed by the U.S. House of Representatives in 1999 stated that work-family management is the most important characteristic of an “ideal” company.
- More than one-fourth of surveyed workers said that balancing work and family is more important than competitive salary, job security, or the need for an advanced academic degree.
- A strong desire for family-friendly workplaces sets young men apart from their more career-focused fathers and grandfathers.

Better stated, one colleague remarked that the older work force wanted a “killer job” while the new hires want a “killer life.” Leonard (2000) describes how the “basic American social value of more hard work is being transformed into ‘work smart but don’t forget your other life obligations’” (p.224).

The Union of Work and Life

Work and family are separate yet very well connected entities. Economist, Edward Luttwak, once wrote that “more disruptive change has been inflicted on working lives and entire industries than the connective tissue of many families and communities has been able to withstand” (Coontz, 1997). Alexander and Wilson (1997) continue by saying, “there is no neat divide between work and life. The demands of family and community must be...integrated with the demands of work” (p. 291). Work and life have their own spheres yet the interactivity of the spheres comprises our daily lives.

The sphere of work consumes a substantial portion of people’s lives and the roles provided from work are a major basis of our sense of identity. Stein (1998) describes work as the main source of status and prestige, while the sphere of family provides placement in society, emotional support, an environment to bear and raise children, and legitimizes sexual activity (Benokraitis, 1996).

Obholzer and Roberts (1994) observed that work is a reflection of the greater social environment. Work, housed within the walls of an organization, is said to exist to “serve people, not vice versa” (Kovach, 1996, p.7). Organizations that truly believe that their assets are their people will have a business strategy that keeps their employees satisfied and productive.

Organizations should be cognizant of the changes occurring beyond their organizational boundaries and not require employee worries to be stalled at the workplace door. The spheres of family and work are not closed systems. A healthy organization views itself as a system, thinks as a system and integrates the connections between the parts. A major requirement for this type of protocol is for the organization to have an

accurate sensing system (Beckhard, 1997) that allows their operating model to mirror the existing reality – a model that is mindful of the role of business in a larger society. This provides an opportunity for business to drop the “economic entity” role and become firmly connected to the rest of society.

Unfortunately, our society has developed a pattern in which the two central components of human activities (work and family) are often placed in conflict (Henderson, 1995). The reality of what the organization requires of an ideal worker can conflict with familial responsibilities of the individual. To assist the worker, the organization is challenged to recognize the needs of its employees while maintaining the health of the organization. Yet, there is little consensus on how the strain of work-family issues should be shared (Ferber et al., 1991).

Work-Family Policies

The work and family environment has constraints that create roadblocks to success. Barnett (1999) discusses how workplace policies and programs developed to meet the needs of the new workforce have not changed much relative to the policies and programs that were in place 25 years ago. Workplace policies “are based on realities of the past” and “they are on a collision course with realities of family life today” (Henderson, 1995, p.17). Barnett (1999) also makes the point that, when examining the massive attitudinal and demographic changes and comparing them to current work-family policies, not enough change has occurred. She highlights a recent survey “of the top 10 family-friendly companies as assessed by their employees” in which “only 3 out of 10 had on-site or near-site daycare and subsidies, allowances, or vouchers for childcare” (p. 153). Barnett accuses corporate policies of being stalled in the 1950’s vision of the family.

This accusation is not a new phenomenon. Kanter's work (1977) attempted to make decision-makers aware that the spheres of work and family overlap yet noted that benefits such as accessible daycare, flextime and sick leave for ill children were not incorporated into policies. Kanter further notes that not only are the work-family policies outdated they are also seen as a detractor from work performance. Sixteen years later, Rossi (1993) pointed out how "the private sphere of family centered on the roles of women, and the public sphere of work on the roles of men" (p. 166). She goes on to explain how this "polarization between work and family imposes a barrier on thinking about our lives in the workplace and in families" (p. 166).

A few years later, Barnett (1999) elaborated on Kanter's research by expressing how many organizations advertise such benefits yet, using them is seen as an indication of incompetence of balancing requirements of work and family. She also describes companies that offer work-family policies but the actual use of these by employees could result in "possible unintended negative consequences" (Barnett, 1999, p. 150). Some employees may opt to take vacation time instead of paternity leave when a child is born or a "sick day" instead of a "family day."

More recently, Williams (2000) accuses the workplace of tailoring its practices around traditional sex-based stereotypes of childrearing duties. Ruth Bader Ginsberg, a current Supreme Court Justice, and strong advocate for reversing these trends, is promoting policies that evenly distribute family responsibilities among "parents, their employers and the tax-paying public" (Williams, 2000, p.219).

Many organizations have taken proactive steps and are leaders in work-family initiatives. The workplace employing positive and supportive work-family policies

commonly has one or more of the following: parental leave, flextime, maternity leave, on-site childcare, childcare referral services, and elder care referral services. The majority of these policies are geared toward women employees who typically struggle with work and family balance (Han & Moen, 1999).

These creative and useful policies can potentially assist with worker satisfaction, recruitment and retention by helping employees better integrate their work and nonwork lives. Companies such as MBNA America, Motorola, the SAS Institute and Eddie Bauer are leaders in work-family initiatives (Boston College Center for Work & Family, 1997).

The SAS Institute, a computer software company, was highlighted by Fast Company magazine, a publication that profiles innovative companies. Fishman's (1999) article discusses how SAS has a significantly lower turnover rate when compared to other software organizations (five percent versus 20 percent). This got the attention of the magazine and an inquiry into SAS policies revealed such programs as: an on site eldercare consultant, a first-class on site day care facility (French language class included), a 3700 square foot gym (with laundering service for gym clothes), unlimited sick days and a candy service that stocks up individual candy jars on a weekly basis. The cost savings of employee turnover far outweighed the cost of these worker-focused benefits.

Summary

Many of the issues discussed bring to society and specifically to the workplace various challenges. Organizations, large and small, have employees dealing with issues such as quality day care, latch key children, and accomplishments of work and home tasks. If one looks at the complexity of the work-family environment, one is challenged to understand

it, integrate it, and implement a process to satisfy members of both environments. A work-family framework is needed that can be utilized in developing a learning model for new workforce members to help them embrace the issues presented when the spheres of work and family interact. The research suggests initiating and developing such a model.

Figure 2 is a primitive framework that honors how the science, social, economic, and political lenses converge in the daily work-worker environment (These lenses will be addressed further in Chapter 2). The domains of work and family converge into an environment filled with perceptions, realities, expectations and uncertainties (see Figure 2). The figure suggests a need for collaboration across the boundaries. The area of convergence is not presented as a dividing line rather as a juncture where the two worlds meet. Peter Senge (1990) states that

“ there is a natural connection between a person’s work life and all other aspects of life. We live only one life, but for a long time our organizations have operated as if this simple fact could be ignored, as if we had two separate lives. Such an artificial boundary between work and life is anathema to systems thinking” (p.307).

The aim is to assist this duo in securing a future that will allow both work and family environments to benefit and thrive.

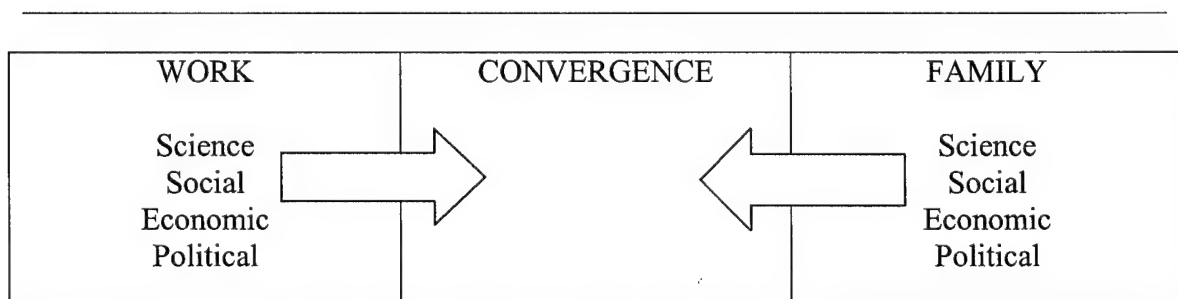


Figure 2: Work Family Convergence (Johnson & Geroy, 2000)

The Research

The research interest is embedded in the phenomenon of people's perception of how they will manage and respond to their balance issues. The proposed outcome of the research is to present new accommodations and/or strategies that mirror the attitudes of an incoming workforce. Additionally, a learning model would be proposed that could assist new workforce members to address balance issues.

In order to grasp the concept of what embodies our work and family environment one may need to reorganize his or her way of thinking. With the goal of understanding how employers may adapt their policies to reflect the realities of the incoming workforce, and thereby promote compatibility between productive employment and employees, the present study attempts to empirically assess neophyte workforce members' attitudes of organizational work-family initiatives.

The purpose of this research is to provide insight into these complexities, and assist in narrowing the uncertainty of what exists at the convergence of work and family. In developing the model, the study will examine what expectations the subjects of the study have of their management of work-family issues. Williams (2000) has suggested that these workforce expectations can fall into one or more of three possible axes.

1. Gender distribution – in which members of the workforce will expect to change the allocation of family work within the household to accommodate work-family issues
2. Reconfiguration of the private and public spheres – work-family issues will be dealt by not only the private sector but the public sector as well

3. Redistribution of entitlements between employers and employees – the expectation that employers will provide entitlements that will assist employees manage work-family issues

The majority of the research that has been done on family-supportive policies has been in the for-profit business sector and aimed at the in-place workforce (Gonyea, 1999). An encompassing benchmark study has been done assessing work-family beliefs and attitudes of college students. Covin & Brush (1991 & 1993) conducted two studies using undergraduate students at a civilian university. They developed a survey instrument that represents five work and family issue items. They are 1) attitudes toward parental responsibility for childcare, 2) government or employer work-family policy responsibilities, 3) career commitment, 4) the impact of children on achievement orientation, and 5) the desire to work. The findings of their studies indicate significant gender differences in perceptions of these five issues (Covin & Brush, 1993).

There has been little empirical research on work-family policies in the Armed Services. Reviews of the military literature provide mainly demographic and survey data. This study assesses the work-family expectations of incoming Air Force officers using a similar instrument devised by Covin and Brush (1991 & 1993).

The research will encompass three phases of effort. First, a thorough literature review of the two domains will be conducted upon which to frame the area of work-family convergence. The literature review was obtained from the library holdings, on-line databases, various Work-Family Centers and scanning policy benchmarks in Human Resource publications. Secondly, original data will be gathered to gauge incoming military officer attitudes that will influence the area of convergence and align with one or

more of the axes described by Williams (2000). This data was gathered using a participant information survey given to incoming Air Force officers from the United States Air Force Academy and from Reserve Officer Training Corps detachments. Finally, a post research project will be to construct a specific work-family learning model for use in higher education and possibly secondary education.

To assist in the construction, components of Open Systems theory are modeled. Open Systems theory assumes that the organization consists of a set of interrelated parts. The organization is seen as a living creature. Fulmer (2000) connects the idea that in the natural world, organisms that survive are those that are able to adapt. The business world operates at the same level. This theory recognizes the environment that surrounds a system providing it with materials, energy, and information (Shafritz & Ott, 1987). Open systems will provide the framework to organize the dynamics of the work-family process.

Hypotheses

The analysis of two different populations (ROTC versus USAFA cadets), the variable of gender and two previous studies comparing workforce professionals to college student work-family perceptions leads to two testable hypotheses. The hypotheses developed below were designed to provide information on the variable integration, as well as to provide information on the variables themselves. Based on the literature review that is presented in Chapter 2 the following hypotheses will be addressed during the study.

First, it is expected that individuals who have been exposed to work and family demands will have different expectations than individuals that have not experienced work and family demands. Additionally, the unique homogenous characteristics of Air Force cadets are different than workplace professionals that have been previously studied. For these reasons, the following is anticipated:

H1: There will be a difference between the two groups sampled (USAFA versus ROTC) and the previous research (Covin & Brush, 1993) relative to: 1) attitudes toward parental responsibility for child care, 2) government or employer work-family policy responsibilities, 3) career commitment, 4) the impact of children on achievement orientation, and 5) the desire to work.

Secondly, literature suggests that work-family demands appear to have a greater impact on women than on men. Sex role stereotyping of gender roles and the increasing presence of women in the workforce make balancing the demands of work and family a larger issue for women. Therefore the following is predicted:

H2: There will be a within and between group difference (based on gender) relative to: 1) attitudes toward parental responsibility for childcare, 2) government or employer work-family policy responsibilities, 3) career commitment, 4) the impact of children on achievement orientation, and 5) the desire to work.

The Enabling Research Questions

The following enabling research questions guide the design and implementation of the research relative to the hypotheses:

1. What are the perceptions of incoming Air Force officers regarding work-family balance issues, and what are their attitudes toward work, family, and gender roles in each sphere?
2. What determining attitudes will influence the area of convergence and align with one or more of the axes (gender distribution, reconfiguration of the private and public spheres and/or redistribution of entitlements between employers and employees) as described by Williams (2000)?

3. What are the sociodemographic variables associated with new entrants resistance or willingness to align with one or more of the axes?

These broad questions require that other enabling questions be addressed in the research.

These questions include but are not limited to: 1) What beginning beliefs about work-family management do new workforce entrants hold? 2) What processes will employees utilize in resolving work-family issues? and, 3) What is the framework for work-family balance that resembles individuals' reality? The hypotheses and the enabling research questions will be addressed using a mixed design study that utilizes an empirical survey strategy.

Population

In selecting a population, several influences need to be considered: 1) the constraints on the researcher and the research context and 2) the ultimate intent and need of the research itself. Additionally, the constraints are centered on the fiscal limitations of the researcher and limitations due to accessibility of the population.

To address these constraints two major decisions are made.

1. To limit the population to a very homogenous and geographical accessible profile. For the purposes of this study it was determined that such a population could be readily derived from a military environment.

Accessibility within this environment is addressed by limiting the population to the United States Air Force Academy and Reserve Officer Training Corps detachments in Colorado and Wyoming. This further ensures homogeneity.

2. Sufficient density of data can be obtained with a high level of response.

Further, the population size from which the representative sample will be drawn is sufficiently large (350) to ensure a statistically significant sample size.

The immediate outcome of the study is to generalize the findings to the Air Force workforce as a whole with generalizability continuing to the civilian workforce. A follow-on outcome of the research is to develop a work-family learning model based on the information obtained. Therefore, the requirement is to obtain a sufficient density of data so as to suggest learning model constructs and validity of suggested generalization of the utility of the model to other populations.

Definition of Terms

For the purpose of this study, the following definitions were established:

1. Work-family – Some work-family researchers feel the wording should be changed to work-life policies. This author will continue to refer to the policies as work-family as that is the common theme in literature. However, the author does agree to a change in language to work-life.
2. Work-family balance - Kofodimos (1996) defines the term balance as something that enables someone to have a "satisfying, healthy, productive life that includes work, play and love; that integrates a range of life activities with attention to self and to personal and spiritual development; and that expresses a person's unique wishes, interests, and values" (p. xiii).
3. Work-family policies – compensation provided by the employer other than wages or salary that assists an employee in managing family issues such as daycare,

eldercare, healthcare, etc. Some researchers, such as, Blau and Ehrenberg (1997) make the comment that there is no single definition of what encompasses work and family policies.

Limitations

The following limiting factors impact the design and outcome of the research:

1. I experience work-family issues and how I respond to them is defined by my own cultural and social experiences that will be different from the subjects of my research and the authors/researchers of my literature review. I am married, have three elementary-aged children and have been a career woman for the past fifteen years. I am white, a Catholic, a military officer and middle class. All these descriptions characterize who I am and as much as I try to maintain my openness, these characteristics may limit my research.
2. A correlation made from the data presented is not meant to be interpreted as causation.
3. The design of the instrument to collect data requires self-report by the population sample. These responses may not be 100 percent accurate because of the desire of respondents to provide socially acceptable responses and/or the language of the instrument.
4. Generalizability is limited to the population sampled.
5. Inferences drawn from the data collected may only be applicable to organizations that have the resources to build work-family policies for their employees.

Assumptions

The following assumptions are presented that potentially impact the design and outcome of the research project:

1. There exists a relationship between one's work and one's home life.
2. The two spheres of work and family interact and overlap each other.
3. What happens in one sphere has a major impact on the other sphere.
4. Work-family policies exist and are worthwhile to explore.
5. Work-family policies make a difference to employers, employees and their families.

Summary

Work and family overlap considerably – an overlap that should be of great personal and organizational concern. What happens in one sphere has a major effect on what happens in the other sphere. A major challenge of both work and worker is to integrate these two aspects of their environments. The overlap occurs within the complexities of an American culture of individualism and organizational environs characterized by quick tempos, constant change and a bottomline in which profitability and productivity are sustenance. The organization does not have maximum capability to plan an individual career while the individual cannot obtain the needed “metaskills” without the help of industry. One of the “metaskills” is the balancing of work and family.

The aim of the dissertation is to assess work-family attitudes and ascertain if the attitudes can begin to develop a model that accurately depicts successful characteristics present in the area of convergence between work and family. Thus, the outcome of the research has potential for generalizability to other populations and organizations. This research may suggest (among other things) those strong predictors of employee decisions to stay or leave a work organization.

CHAPTER 2: REVIEW OF LITERATURE

In the beginning, there was the environment and the individual. Thus began the process of people adjusting to their environments. The two began to interact and positive and negative outcomes were realized. For the purpose of this research, the environment is defined as the work and family world of individuals.

This chapter will provide an extensive literature review of work and family, current trends, work-family policies and work-family issues specific to the Air Force. The chapter is divided into five major sections:

1. The History of Work – this section examines the changes that have occurred and are occurring in the work environment. The placement of this examination is specific to the United States and begins in the 1900s to the present time.
2. The Transformation of the Family – this section provides a review of shifts occurring within the American family structure such as maternal employment, dual income earners, single families and compositional changes.
3. Work and Family Balance – with a background of changes that characterize the present, an analysis can begin of what is balance, elements of imbalance and lastly, organizational work-family responses.
4. The Air Force – this section introduces the reader to the Air Force – its demographics, characteristics, challenges and solutions.
5. The Air Force New Officer Workforce – this last part provides a description of the adults that are preparing to enter the workforce, specifically, the Air Force.

To develop a framework that examines and contains elements of work and family a historical perspective must first be accomplished. By examining the history of work and

family, theories, trends, and literature, one can begin to design a framework that mirrors the reality of work and families today. First, the history of work will be examined within the context of the industrial period using sociological, political, economic and scientific lenses. This discussion will be followed by an examination of some profound changes that the American family has experienced.

The History of Work

An analysis of work can start with the genesis of human beings. However, for the purpose of this research, the focus will open with the beginning of the Industrial Age. This starting point is chosen because Gill (1997) identifies this period as a major contributor to the alteration of the “basic physical conditions of human life in our age” (p. 2). In the last two centuries, the United States has experienced a progressive shift from farming and craft-based economy to one rooted in industry.

An orderly way to examine the changes brought on by the Industrial Revolution is borrowed from trend analysis. Both Howard (1995) and Bell (1973) highlight the changes in work utilizing common lenses such as sociology, economics, politics and science. In the discussion that follows, a compilation of their review of events occurring in each lens that affects the environment of work will be presented.

The philosophical underpinning of the pre-industrial age was centered on the notion of man versus nature (Bell, 1973). Society was primarily split between two social classes: laborers and the affluent (Hall, 1986) and much of the work focused on agricultural activities. At the turn of the nineteenth century the progression of technology moved society into the Industrial Revolution and that changed the forces of man against nature to man against machine (Bell, 1973). The influence of scientific outcomes enabled new

technologies, such as the railroad, telephone and machinery to shift work from farm to factory.

Industrialism

The Industrial Revolution originally began in Britain before its arrival in the United States. The economic and political conditions of Britain during the 18th century proved fruitful to the industrial movement. Tames (1971) discusses how the abundance of minerals fed the industry sector which increased “fuel, machinery, and constructional material” (p.3). Beard (1969) reported that England’s woolen industry sparked the industrial revolution with the technology of textile machinery. Woolen exports rose from 2 million pounds in 1790 to 8 millions pounds by 1800. Additionally, wars between 1793 and 1815 also fueled the advancement of industrialization with the demand of guns, uniforms and ships (Tames, 1971).

The industrial movement spread from Britain to the United States. Howard (1995) and Gill (1997) highlight the changes that occurred in the United States upon its emergence into the industrial revolution. Table 1 presents a synopsis of characteristics correlating to Industrialization from the 1900s to 1930. Howard (1995) attributes the ability to mass-produce goods with a boost in the economy and a resulting increased capitalism.

Advances in science spawned production technology, which benefited the factory such as assembly line production. Howard goes on to point out that social programs such as education and health care programs grew. Politically, labor laws became the norm and the management of organizations was typically flat and leadership led in an autocratic fashion.

Frederick Taylor's idea of scientific management matched the worker with the work to produce maximum efficiency and productivity (Shafritz & Ott, 1987). The use of Taylor's principles bolstered the industrial phenomenon. Socially, people moved from the farm to the cities where the factories were located and immigrants continued to increase the American labor pool.

Table 1

Characteristics Correlating to Industrialization (1900s-1930)

Science	Economic	Social	Political
Mass Production	Increased Wealth	Farm to factory	Labor Laws
	Laissez-faire capitalism	Immigration	Managerial Discipline
	Middle Class thickened	Women in domestic role	Antitrust legislation
		People attracted to cities	Autocratic/Flat
		Increase of social institutions (school, hospital)	
		Work-Family separation	

As the Industrial Revolution matured the social, economic, political and scientific lenses changed. Shafritz and Ott (1987) describe how in the 1920s Max Weber's version of a bureaucracy took shape. They also explain how the Hawthorne studies awakened the industry to the human relation aspect of the man versus machine technology.

Continued advances in the field of science rendered technologies that have impacted work and family. In 1900, two bicycle repairmen from Ohio flew their first pilot flown glider in Kitty Hawk, North Carolina (Humphery, 1995). Public transportation saw new

inventions like the car, streetcar and railway that shrunk our world and the motion picture industry began (Humphery, 1995).

Advances were also realized in the factories with the advances in automation. Car production grew from 1.9 million cars to 4.8 million in 1929 (Humphrey, 1995). Factory automation made way for smaller work units thus reducing past manpower models. Howard (1995) described the workforce in this era as having “dumb jobs and smart people.”

Again, Howard (1995) and Gill (1997) provide an analysis of the changing characteristics as seen through each of the lenses for advanced industrialization from the 1930s to 1960 (see Table 2). Socially, as more people left agricultural work for industrial work, the cities began to fill up. To accommodate the overflow from the cities, suburbs began to grow. Historic events stimulated several changes in the work environment. In 1929, the stock market crashed and sent the United States into a major economic crisis known as the Great Depression. Humphery (1995) describes this timeframe as one with 25 percent unemployment, a collapse of the banking industry and major drops in farm prices. He goes on to note that the number of children in orphanages increased by 50 percent between 1930 and 1931. The New Deal designed by Franklin D. Roosevelt and the involvement in War World II helped the nation recover from the Depression.

World War II saw an increase of women in the labor force as they went to work assisting with manpower shortages and the war effort. The use of atomic bombs ended the war in 1945 and brought with it a promise of peace (Humphrey, 1995). The euphoria of the war ending brought economic progress, new products and designs. A baby boom occurred and people turned their focus from the war to their families. The depiction of the

good life was validated in television shows, such as Leave It To Beaver, Father Knows Best and Ozzie and Harriet, which depicted funny, lovable and loving families.

Humphery (1995) describes how the invention of television “introduced some astounding changes to American culture in the 50s, altering not just family entertainment and the communication of the news but the ways in which people looked, acted and even thought” (p. 822).

Other advancements during this era that impacted our society were penicillin, transistors, computers, plastics, interstate highway construction, and the rapid growth of media mediums such as movie, television and journalism (Humphery, 1995). Polity responded with a policy of expansion and an emphasis on trade policies with foreign countries.

Table 2

Characteristics Correlating to Advanced Industrialization, 1930s-1960

Science	Economic	Social	Political
Advanced Technology	Depression	Growth of suburbs	Powerful Unions
Automation	Keynesian policies	Emphasis on family Values	Trade policies
Defense Research & Development	Middle Class thickened	Women's role at home	Participative or Hierarchical
Dumb jobs, smart People	War efforts	Population surge	Expansionism
Decision Making Technology			Bureaucratic models

Post-Industrialism

Eventually the man against machine era was replaced with one emphasizing man against man (Bell, 1973). Bell labeled this phenomenon as post-industrialism because of

the cumulative advances of previous eras now allowed for human control over man and nature. Dramatic advances in technology and the acknowledgment for both industry and worker concerns marked the transition into the post-industrial era (see Table 3). In some industries, science has advanced so rapidly that producers are in a race against lifecycles (Howard, 1995). This era has such innovations that began the space race, advanced missile, aircraft and laser technology along with the ability to transplant human organs (Humphery, 1995). Characteristics of the post-industrial era that will be examined are technology, knowledge capital, socio-political movements, multiculturalism, longevity and mobility.

Table 3

Characteristics Correlating to Post-Industrialism, 1960-1990s

Science	Economic	Social	Political
Short lifecycles – condensed time and space	Global competition/World Economy	Women/Minorities/ Elderly in workplace	Union decline
Intellectual Technology	Increase of temp/contract workers	Interpenetration of work, family, leisure	Technocratic corporatism
Smart jobs dumb people	Knowledge is capital	Increased life expectancy	Adhocratic/Lateral/ Matrix
More control over environment	Shift from goods to services	Knowledge workers	Empowerment/ Collaboration
Virtual Work	Shrinking Middle Class	Competition for knowledge capital	Independence and autonomy

The rate of technology continued to grow in the post-industrial age with advances in robot technology that assisted assembly production, silicon chips transformed computer technology and ethical issues grew from embryo technology (Humphery, 1995).

Technology has led to a 24-hour economy, which requires many employees to work

nontraditional hours (9am-5pm). The job can now make potentially infinite demands, so where are the lines drawn between work and family?

Hall and Mirvis (1996) provide insight to knowledge capital as associated with post-industrialism. They emphasize that knowledge workers are in demand, that knowledge has become capital, and knowledge boundaries are transparent and reach around the globe. According to Howard (1995), the work environment of post-industrialism is full of positions that are cognitively difficult and detailed. This knowledge requirement has implications for the individual and for organizations in regards to career development and management. The work culture is now requesting a “knowledge” worker that can keep pace with technology’s abstractness, short life cycles, and virtual environments. Life long learning is now a frequent requirement for employees. It is common for members of the workforce to possess a broad array of competencies – in the form of metaskills.

At the individual level, post-industrialism has brought a new work culture requiring employees to be flexible, responsible and active. Work is often accomplished by an organizational work team of temporary workers assigned to a team project. Long-term employee-employer contracts are becoming extinct being replaced by a call for a professional life that is ever changing (Hall & Mirvis, 1996). Employees should be their own free agents as they are responsible for shaping their own career. Instead of being a “lifer” with an organization; several career shifts are to be expected. Long-term employees are decreasing as employers hire contractors to fulfill short-term needs. Now at a 30-year low, the unemployment rate is requiring creative hiring strategies that will pay off in recruiting and retaining scarce employees. The new career is boundaryless – it

has become an individual fingerprint because of the various career paths one will have in his/her lifetime.

From a socio-political perspective several key movements and governmental actions have impacted the work environs. A few examples are:

- The 1964 Civil Rights Movement and the acknowledgement of the National Organization for Women in 1966 that stimulated social equality and multiculturalism (Humphery, 1995)
- The gap between the “rich” and the “poor” has created a chasm void of a large middle class (Strauss & Howe, 1997)
- The Family and Medical Leave Act (FMLA) which directs employers with 50 or more workers to provide employees (men and women) up to 12 weeks of unpaid, job-protected leave per year for qualified situations, such as caring for a family member (Blau & Ehrenberg, 1997)
- The Child Support Reform Act which mandates that “deadbeat dads” pay child support
- The Welfare Reform Act mandating that long term welfare recipients go back to work
- No-fault divorce laws which provides liberal access to divorce
- The Equal Pay Act that requires men and women in the same establishment to be paid equally if the work they are performing is equal
- The American with Disabilities Act which prohibits discrimination against qualified workers with a disability who can perform essential job functions with or without accommodation

These initiatives, along with others, have shaped the characteristics of post-industrialism.

Another characteristic of the current work environment is diversity awareness. The United States Bureau of Labor Statistics (1999) provides the following projections:

- The Asian labor market is projected to increase to 40 percent, while the Hispanic labor market will grow to 37 percent. By 2008 it is predicted that the Hispanic labor force will be larger than the black labor force.
- The women's labor force will grow more rapidly than the men's will, and the women's share of the labor force will increase from 46 percent in 1998 to 48 percent in 2008.

Employers are faced with a workforce that ranges from single mothers, to the disabled, to various ethnic groups to employees of various sexual orientations – too name just a few. Each will bring its own work-family needs to the workplace.

Medical advances have also changed the face of the workforce. The labor force in the 45-64 age group will grow faster than the labor force of any other age group and the baby-boom generation (born 1946-1964) continues to age (U.S. Bureau of Labor Statistics, 1999). The result is a workforce with older people and intergenerational workplaces. The median age in the United States has increased from 28 in 1970 to 35 today, to a projected 40 by the year 2010 (Fandray, 2000). This pool of older workers will bring their own unique work-family needs to the workplace.

A growing trend that connects directly to the issue of care taking for aging relatives is geographic mobility. Personally, the author has moved eight times in the last fifteen years to accommodate her employer. Global competition, fast moving markets and the ease of travel have initiated a growth in the movement of workforce personnel. A current trend is that people and organizations are choosing locations predominately in the southern and

western portions of the United States. Kovach (1996) points out that of “the 50 fastest growing metropolitan areas over the next ten years, 20 will be in the South and 16 in the West” (p.126).

The interconnectedness of the spheres of work, family and leisure are increasingly complex and, unlike post World War II, fertility in advanced industrialized nations is declining. Economically, Howard (1995) explains post industrialism as characterized by a New World economy, virtual work environments, competition that spans the globe, continuous restructuring and the increase of contract and temporary work. She uses words such as adhocratic, technocratic corporatism and matrix organizational designs to describe political functions of post-industrialism. Howard’s words and references such as “the information age”, the end of the “cold war,” “star wars” and “affirmative action” all provide issues to the work and family.

As the discussion of the post-industrial era is complete, the question remains as to what era is next as work and family move into the new century? Bell (1973) forecasted the post-industrial era for the 21st century. Other authors state that the American culture is entering a new era such as an information age (Naisbitt, 1982) or a technology wave (Toffler, 1980). Oftentimes it is hard to define the current era until it becomes part of history and can be placed into a framework of time and specific characteristics. For the purpose of this research, it will be assumed that the American culture is still working and living in a post-industrial era.

Summary

An examination of pre-industrial, industrial, and post-industrial characteristics has highlighted the movement of work from being predominantly agricultural to work in

factories. Society has witnessed a transformation from the predominately industrial sector to that of service and information. The advances in technology, along with major historical events have altered work environments. The analysis has demonstrated that what occurs in the work place affects our society and vice versa. Organizations are faced with a more varied and less stable set of influences than in the past. Actions and decisions made by work organizations and their surrounding communities are reflected in both environments.

Two central components that occupy our life structure are work and family (Hall, 1987). The previous discussion highlighted changes that have occurred and those ongoing in the work sphere. What follows will be an investigation into certain trends that have resulted in modifications of the family sphere.

The Transformation of Family

The face of the family is changing and, as a result, it continues to be the topic of healthy debate from Congress to campuses. History reports that the traditional family unit consisted of parents and children living together and the father working while the mother worked in the house tending to the children and domestic duties. What has made the definition of family more complex and diverse is the increase of maternal employment, single parents, stepfamilies, and gay, lesbian, bisexual and transsexual families. What are the trends that have influenced the changing of the family definition and the workplace response to these changes?

Prior to embarking on how the traditional definition of family is changing it is necessary to discuss the function of the family. How can the changing of the meaning of family be in question if the basic functions of the family unit are remaining essentially

the same? In Gill's (1997) view the purpose of the family structure is to shelter, nurture, prepare future generations and preserve the species of humans. He describes the family as an organized producer of future generations. Other functions focus on legitimizing procreation, being a socialization agent, offering companionship and support (Benokraitis, 1996).

Conservatively, the family has been described as "two or more people who are related by blood, marriage or adoption and who live together, form an economic unit, and bear and raise children" (Benokraitis, 1996, p. 3). Recently, the World Congress of Families polled 2,893 adults and the majority defined the family as the husband-wife-children model and sees this definition continuing into the future (Swint, 1999). However, as highlighted previously, a more liberal view is emerging which suggest a variety of people combinations that may need to be reflected in the definition of family. The United States Census Bureau defines family as "a group of two persons or more related by birth, marriage or adoption and residing together" (Hayghe, 1997, p. 10). These definitions may need to be adjusted as society acknowledges same-sex parents and/or partners and family combinations allowed through reproductive technology.

What is prompting the institution of family to undergo transformation? What has prompted the emergence of characteristics of family that are so varied? To answer these questions a compilation of responses from several authors is presented.

The History of Family Changes

The discussion is presented by the topical areas encompassing the history of family changes and trends impacting the family. Benokraitis (1996) provides several perspectives from history that point to the nature of families today. First, she points to the

Industrial Revolution as having a major influence on the family. Factory automation allowed industries to downsize and to realize financial benefits of efficiency.

Unemployment and low paying jobs caused by the movement of companies to third world countries and the influx of immigrants willing to work for less caused a financial strain on the one-wage earner family. Secondly, advances in technology such as birth control, increase in the life expectancy and electronic media have infringed on the traditional family. As discussed earlier, the invention of the television introduced some significant culture changes to the American family (Humphery, 1995). Lastly, she cites large social change events such as the civil rights movement, which paved the way for women's rights, the sexual revolution and the gay rights movement, as impacting families.

Another family response, which Barnett (1999) cites, is that people, especially those highly educated, are having fewer children, therefore, spending more time on their relationships and nonwork activities. Additionally, she also comments on the increase of life expectancy and the notion that more workers are thinking beyond their careers and making commitments to nonwork activities for future use.

Hernandez (1993) presents a chronological explanation that describes five revolutions that have changed the family. The first revolution began in the 1800's with the increase of nonfarm work that took the father outside the home to earn a living. Alongside this phenomenon, the second revolution occurred which was reflected in family size.

Hernandez highlights how in the mid-1800s it was common for a family to have eight or more children. By the 1930s, the number of offspring averaged two or three. Education initiated the third revolution when class enrollment went from 50 percent (aged 5-19) in

1870 to 95 percent (aged 7-13) and 79 percent (aged 14-17) by the 1930s. Hernandez goes on to describe how the fourth and fifth revolution impacted the status of women. In 1940, one out of 10 children had a working mother compared to six out of ten children today who have mothers working outside the home. Indeed, the massive movement of women into the labor force has been described as "one of the most significant social and economic trends in modern U.S. history" (Hayghe 1997, p. 41). Coontz (1997) confirms this fourth revolution by identifying mothers of young children as the fastest growing group of female workers. The fifth revolution is the phenomenon of fatherless children. Close to eight percent of children were being raised without fathers from 1940-1960 compared to 23 percent in 1993.

Gill (1997) also addresses forces that have led to changes within the family. He relates the effects of war and postwar to changes in progress and its impact on the family. He goes on to state that "the young people who came of marrying age after the end of World War II were materially and economically probably the most successful generation in American history in terms of overall trajectory of their life experience" (p. 229). Not only was this progress evident economically, medical technology advanced in developing disease fighting drugs, science allowed for energy conservation and other technology condensed our time and space.

With a well-understood historical perspective of what prompted changes in the family, an examination of current trends impacting the family institution can begin. The trends examined will be: 1) maternal employment; 2) dual income earners; 3) single parents; 4) marriage trends; 5) divorce and 6) compositional changes.

Maternal Employment

A major change in the role of family has been the movement of women into the labor force – a change linked to the surge in work-family issues is linked to the entrance of women into the workforce. The overarching need for work-family policies is linked to the “extensive loss of women’s unpaid labor in the home” (Glendon, 1998, p.13). This movement has left a major void in the family sphere that cannot be ignored.

Women of today have many different roles – the result of being responsible for numerous tasks. Michaels (1997) states that 75 percent of all mothers are employed and 8.2 million preschool-age children have working mothers. Platt (1997) discusses a major challenge presented to the workingwoman – the second shift. Han and Moen (1999) describe how women continue to have a “disproportionate share of domestic work in addition to their paid work” along “with the strains imposed by the new work-life interface” (p.101).

Eichler (1997) presents a good description of the second shift phenomenon. Young married couples begin with equal sets of roles that transition into sex-segregated roles after the birth of the first child. At this transition, the mother becomes engaged in a disproportionately larger share of childcare responsibilities. Levin (1998) reveals that women dedicate more than 90 hours each to a combination of child care, elder care, home chores and paid labor – leaving about 10 hours a week for leisure time.

The exploration of economics provides an insightful view of why female employment has increased. The war years were a major catalyst that recruited women into the workforce. The major war that brought many women into the workforce was World War II. In the 1940’s, women were needed to fill vacancies left by men who were fighting in

the war. Additionally, the industry supplying the war was in need of manpower and women filled these positions. Once the war was over, many women did not return to their fulltime domestic duties, rather, opting to remain in the workforce.

In addition to the war, Coontz (1997) chronicled several events that have provided further impetus for maternal employment. Previous economic indicators such as: young male real wages decreasing; the cost of new homes rising 294 percent between 1972 and 1987; the oil crisis in 1973 when oil prices rose steeply; inflation increases; the unfair taxation of the middle class; the availability of obtaining credit; the overall expansion of capitalism; and technology reducing domestic work made maternal employment a necessity for many families. Economically, Rossi (1993) points out that trends in “personal savings and levels of indebtedness” explain “the sheer economic pressure that brings so many women back to work shortly after giving birth and keeps so many men in jobs with little room for self direction” (p.173). More recently, Williams (2000) notes “Americans are trapped in a work-and-spend cycle that requires them to work ever longer hours to support a level of consumption dramatically higher than that of previous generations” (p. 61). These economic trends make maternal employment a definite mainstay in the American culture.

Benokraitis (1996) highlights a number of social movements such as the civil rights movement, the sexual revolution, the women’s movement, and the popularity of individualism affecting maternal employment. Families reacted to these economic and social circumstances by women beginning careers, marrying later, both husband and wife working, incurring personal debt and having fewer children. Lately, it is common that the financial contributions of the woman are vital to the support of the family. Most women

are employed to make ends meet, either because they are the sole supporters of their children or because they are living at a time when two salaries are necessary to meet the needs of most families.

While involved in their work, women - more than men - experience more interrupted labor patterns that "gender" career pathways (Eichler, 1997 & Han & Moen, 1999). Lee (1994) did a study of professional women and from her interviews developed six models of how women combine work and family:

1. Early Career Orientation Sustained – In this model, the woman sustains her career over time and when she has children, they do not interfere with her career. These women are characterized as having high levels of energy, gaining much happiness from their work, and usually only have one child.
2. Early Career Orientation Modified – The woman is initially very highly involved with her career and plans to have her children after 30. Once she has children, she remains strongly tied to her profession - ebbing and flowing, as the family needs her.
3. Early Career and Family Orientation – The woman has both her career and children in her 20's and does not see her career as first priority.
4. Sequencing: Career-Family-Career – The woman interrupts her profession anywhere from 1-10 years to stay home with her children. She is a fulltime stay at home mother during the interruptions from her career.
5. Sequencing Family-Career – The woman begins her career after her children are more independent. To embark on her career, the woman, oftentimes, goes back to school.

6. Early Family Orientation Sustained – These are the women who work in female dominated professions such as nursing or teaching. They are caregivers both at home and at work.

Lee (1994) goes on to report that women find happiness in each of the stages. The work role provides women a sense of self-accomplishment and independence. She describes how workingwomen have achieved success through a variety of work-family patterns.

Dual Income Earners

The increase of married and partnering women has increased the amount of dual income earners. Since 1960, the number of married women in the workforce has doubled for ages 20-64 (United States Bureau of Labor Statistics, 2000). Table 4 illustrates the growing trend of married women in the workforce. Dual income earners represent a large portion of the work force and their concerns should be recognized.

Table 4

Married Women in the Workforce

Married Women in the workforce	Age 20-24	Age 25-34	Age 35-44	Age 45-64	65+
1960	31.7%	28.8%	37.2%	36%	6.7%
1997	66.1%	71.9%	76%	64%	8.9%

Source: U.S Bureau of Labor Statistics (2000)

In addition, the average combined (husband and wife) weekly hours at work have increased from 57.5 in 1969 to 71.8 in 1998 – surely impacting work-family balance (U.S. Bureau of Labor Statistics, 1999).

Barnett (1999) states that “the sole breadwinner family now represents five percent of the workforce” (p.144). Two decades ago the majority of married couples felt the husband’s career took priority over the women’s career. Today, more couples are not placing one career as more important than the other (Mitchell, 1998) and realize both jobs are important to access compensation. However, these changes are slow to be recognized in the workplace.

Historically, men have been the breadwinners while women were involved in domestic work. More recently Garrison and Bly (1997) pointed out that “sixty percent of the work force is composed of working couples” (p.523). The main reasons for dual earners being a large portion of the workforce are the same reasons discussed earlier for the increase of maternal employment. More specifically, changes that have occurred to males in the American society are a major contributor. Coontz (1997) writes that almost 33 percent “of all young men do not earn more than \$15,141 a year, which is the figure defined as poverty level for a family of four in 1994” (pg. 139). These low wages are a reason many women have entered the workforce – to supplement their husband’s income.

For those families whose economic status does not present a problem, women may still seek to be employed outside the home. These women see work as an “opportunity for fulfillment” (Benokraitis, 1996). Their ability to share in the workforce is seen as a blend of family values and traditions with an opportunity to focus on enterprise and self-discovery.

The impact of dual income couples in the work place is that they have three different jobs at three separate locations (Coontz, 1997). In addition to work hours, a father or mother is expected and/or wants to 1) spend more time with children, 2) engage in more

family activities, and 3) take care of household chores. The second shift, previously discussed, also impacts dual-income earners. The challenge is presented in that “women spend an average of 33 hours a week on household chores or child care, compared to about nineteen hours for men” (Coontz, 1997, p. 317). Eichler (1997) points out that “the women in the labor force tend to do as large a share of household management and childcare as the women not in the labor force” (p. 105). This time requirement places an extra strain on dual income earners in the workforce.

Hertz’s (1999) review of dual-earner studies concluded that “work-family policies rarely address the broader meaning of balancing work and family” (p.29) and she recommends that employees initiate the change of the workplace culture to acknowledge work-family issues “rather than wait for policies to address their needs” (p. 29). This finding should spur a proactive movement by organizations to help dual income employees cope with their family concerns while being effective workers, especially as the economic well being of most families remains dependent on having two wage earners.

Single Parents

Added to this continuous trend of dual income couples and maternal employment is the increasing number of single parent families. The majority of single parent families in the United States are headed by the woman as a condition of having children out of wedlock, teenage pregnancy, divorce, separation or widowhood. Feldman (1997) reported that approximately 25 percent of children under 18 live with only one parent. He predicts that at least 75 percent of children will have been in a single parent environment before they are 18 years old. Calculations from the 1995 Census Bureau show an increase

of single parents from 13 percent in 1970 to 31 percent in 1990 (Gill, 1997). Feldman (1997) goes on to note that African-American women are the majority of single mothers. He describes how 60 percent of African-American children under the age of 18 live in single parent homes. The biggest challenge facing single parent families are financial hardships as only one source of income is usually available.

Burden (1988) reported that the need of employment for single parents is to avoid the pitfalls of poverty. In addition to avoiding poverty, she discusses other stresses associated with being the sole breadwinner and parent. Single parents have the least number of alternatives for adjusting family to the demands of the job. Burden suggests that employers need an awareness of these stresses and should help design a strategy to optimize its' single parent workforce and minimize their obstacles offering such programs as flextime, on-site daycare, and sick leave for when children are ill.

Marriage Trends

Involvement in a relationship, whether a traditional marriage, cohabitation, friendship, or same-sex provides a foundation to meet a need in human relations, a need not typically met in the workplace. Marriage and the workplace provide boundaries that are separate, yet overlap. These boundaries must be clarified and the issues generated within the separate boundaries respected. Marriage is a major life transition that influences the work-family balance requiring the organization and employee to be involved with issues, resulting from marriage, within their respective boundaries.

The tradition of marriage has also been impacted by significant changes. Coontz (1997) describes marriage as a "transformed institution" because of the narrower purpose it has "in organizing social and personal life" (p. 31). Men and women are postponing

marriage to focus on their individual self and freedom. This postponement is evident in the rise of singles communities and single bars (Humphery, 1995). Statistics show that in the 1950's the average marrying age of a woman was 20.1 and for men 22.5; by 1998 these ages had increased to 25 for women and 26.7 for men (Gill, 1997 & Department of Commerce, 1999). Higher personal expectations for marriage, the women's movement and the fading of the social stigma of divorce brought the American divorce rate to 40 percent (Humphrey, 1995 & Coontz, 1997). Additionally, because of increased longevity and divorce, women, today, spend less time being married than previous generations (Parcel, 1999).

Divorce

The emotional and psychological outcomes of divorce can transcend the boundaries of family and work. In the United States

"there is nearly one divorce for every two marriages, according to census data from 1996, the most current year available but on average, Americans are staying married longer. The median duration of marriages ending in divorce has lengthened--from 6.7 years in 1970 to 7.2 years in 1990. According to the U.S. National Center for Health Statistics women's median age at the time of their divorce in 1990 was 33.2 up 3.4 years from 1970. In 1970, 12.3 percent of divorced women and 20.5 percent of divorced men remarried. By 1990, just 7.6 percent of divorced women and 10.6 percent of divorced men were heading back to the altar" (Phillips, 1999, p. 57).

Divorce brings on major issues such as emotional burdens, financial consequences and children arrangements, which can consume the energies of the people involved. Tension levels in the family before and after a divorce can be extremely high. Therefore, the chances for divorce to impact the work place are increased.

Maternal employment has also made divorce more commonplace. The fact that women have access to their own wages allows them the freedom to leave marriages, and makes it psychologically easier for husbands to leave their wives (Glendon, 1998). Increased longevity also contributes to divorce as “empty-nesters” have a long time together than previous generations. A marriage could easily last a span of 50 years, a timeframe in which many significant events could occur.

Continual interactions created by a divorce can affect the work-family balance. Divorce can sever several dimensions of family interaction, however, some type of interdependence will continue, especially if children are involved. Additionally, another offshoot of divorce is the creation of stepfamilies. A new family relationship formed after divorce usually results in the formation of stepfamilies where at least one of the marriage partners has a child from a previous marriage. Baker (1998) recounted that of the 60 million marital households in the United States, more than 5 million involve a stepchild, and predicts that one in three children can expect to spend at least part of their childhood in a stepfamily. She goes on to state that the divorce rate for remarriages is estimated at 60 percent which increases the opportunity for children to lose parental figures more than once in their lifetime.

The challenges presented by divorce and the blending of families frequently requires the support of the work environment. In order to maintain quality employees who have experienced divorce, the organization can demonstrate their commitment by helping them balance the teeter-totter of family and work. The result should be a productive employee who furthers the organization.

Family Composition

As members of different races, economic classes, ethnic and religious groups, age groups, and with different sexual orientations, people bring with them different work and family concerns and interests. It is important to address some of these differences that influence and make each individual unique. This uniqueness is then played out in the environments in which they interact. Changes occurring in relationships, ethnicity, class, and gender will be addressed.

Various combinations of family relationships have emerged because of familial changes. Barnett (1999) wrote that there is “a proliferation of new family forms” (p.148). Many family combinations can be formed based on biological, step, social (mentor), exclusive (single parent full custody), partial custody, surrogate and forms provided by reproductive technology. The structure and issues addressed in single-parent families, stepfamilies, blended families, traditional families, and gay and lesbian families are different and impact work-family balance in a variety of ways.

Similar to increases in life expectancy that have introduced an older workforce so has it impacted family relationships. Many families are finding themselves in the “sandwich generation.” A term used for families who are faced with raising their children and taking care of elderly parents/relatives. Fandray (2000) discusses the increase in middle age Americans who are taking care of their parents and in many instances their children’s children. The author just recently found herself helping take care of her grandmother while also caring for three young children. Such terms as the “caregiver’s glass ceiling” and elder daycare will become a critical issue within the next five to ten years (Wells, 2000).

Wells points out that in 1997 “U.S. businesses lost between \$11.4 billion and \$29 billion annually in productivity due to elder care giving” (p.40). As the 65+ population experiences a 137 percent increase by the year 2050, one in ten employees will be faced with elder care giving responsibilities (Wells, 2000). She quotes that “elder care will be to the 21st century what childcare was to the last few decades” (p. 46). However, the presence of willing and able elderly relatives to assist with childcare can positively impact the working parent.

In addition to the various family relationships, the ethnic and class placement of one’s family impacts each individual and their place in society. For example, the cultural traditions of a specific ethnicity are reflected in gender performance that may affect work-family issues. Consider the following illustrations:

1. Latino families place high value on extended families with which they exchange such services as daycare, temporary housing, personal support, nursing and emotional support (Muller & Espenshade, 1985).
2. African-Americans hold strong their cultural belief that it is the male’s responsibility to provide for his family (Williams, 2000).
3. Research on Korean immigrants demonstrates that if the male does “women’s work” they will “lose face” because it is the wife who is responsible for family work (Williams, 2000).
4. African-American fathers commit more to housework than white male counterparts (Williams, 2000).
5. Guatemalan law still requires women to seek permission from their husbands prior to working outside of the home (Williams, 2000).

6. The veiling of Islamic women.
7. Latin American gang rape laws allows for the exoneration of one of the rapists if he marries the victim (Williams, 2000).

These sparse examples of cultural beliefs will not only frame, but will be a force field that affects how individuals use their ethnic background to frame their work-family spheres.

Equally important is the class structure of an individual that allows for financial support to access services beneficial to work-family issues. Williams (2000) provides some characteristics associated with class that can potentially impact how work-family issues are handled. For example, she cites that many working-class families depend on relatives for childcare due to the cost of high-quality care. Furthermore, she discusses how lower income husbands are more likely to disapprove of their wives working than higher income husbands and how domestic violence is also more prevalent among lower income families. Work-family issues are experienced differently because of the intercrossing forces of ethnicity and class.

Additionally, gender expectations within families have changed (Barnett, 1999). As mentioned previously, the economic contributions of both partners in a family situation are critical. These economic demands may require family members to fulfill obligations not traditional to their gender. A traditional gender example is in the United States where masculinity is tied to the size of a paycheck (Williams, 2000). This example is personally, very poignant. Whenever I am first introduced to a person one of the first questions asked is: "What does your husband do?" Most are usually surprised that my current family model is based on me being the breadwinner. As women have entered the

work environment and are groomed to be breadwinners this traditional gender example needs to enter a state of transition.

Traditional male roles are transitioning. Levine and Pittinsky (1997) point out that the number of children who live with their fathers only has tripled since 1980. They add that this generations' fathers have been raised in families where their mothers worked. These scenarios point to men performing more childrearing and domestic tasks than previous generations. Furthermore, studies have shown that, when men and women hold less traditional attitudes about their roles, work-family strains tend to be reduced (Marshall & Barnett, 1993). These trends should alert employers to the rising need that working fathers will have to balance priorities.

The crossing of traditional gender boundaries is not without criticism. A working mother is faced with the clashing of work gender norms and family gender norms. Some critics argue that women in traditional male roles are denied the biological and sociological importance of childrearing and that in male work environments, they are held to a competitive model in which they cannot equally compete (Gilbert, 1998). Meanwhile, the majority of the estimated 2 million stay-at-home dads (in the United States) complain that they battle traditional stereotypes (Rubin, 2000). Many of these traditional sex role customs transpose themselves into business where subconscious sex stereotyping occurs.

The variety of family compositions can affect the type of personal and family resources available to help (or strain) work- family issues for the working adult. Forces such as gender, class, multiculturalism, and multigenerations sketch the pattern of individual lives. Each pattern is markedly different and unique to the person existing in

the competing spheres of work and family. Our reality is the product of our social location – the inputs being relationships, gender, class, ethnicity, and longevity.

Prior to departing the discussion on changes occurring to the family institution, it is worthwhile to examine the various family models that can account for differences in family functions. This examination can explain many of the changes occurring to the family and highlight the uniqueness they bring to work-family issues.

Family Models

At the turn of the 20th century, the most common family model was the patriarchal model. Eichler (1997) describes this family as one in which the male is the undisputed master and women have little to no rights. Economic responsibility belonged to the husband while the wife was responsible for childcare. A second model, as described by Eichler (1997), is the individual responsibility model in which husband and wife are assigned the same economic function and gender equality exists. Her last model is described as the social responsibility model. This is related to the “it takes a village to raise a child” viewpoint. This model incorporates entities beyond the parent/spouse – such as teachers, coaches, and daycare providers to assist with family responsibilities.

Gilbert (1997) also defines three types of family models. The first, a traditionally conservative hierarchy of male dominance is similar to Eichler’s patriarchal model. The next, functional equality, is parallel to the individual responsibility model. The difference lies in his third model, a social partnership model, in which an analogy is made to a “corporate entity that confers certain rights and duties upon its members” (p. 196). The difference is that duties and responsibilities are not divided equally, rather spouses determine how to allocate these responsibilities, exchanging traditional gender roles if

necessary. It is important to understand the type of family model that employees subscribe to as it could impact the need and viewpoint of work-family policies.

This section on the transformation of the family has addressed historic events and trends that have led to current family characteristics. A variety of family patterns have emerged because of fewer male breadwinners and more women in the workforce, discontinuous work patterns among women, and a variety of familial influences that characterize our individuality – all impacting the sphere of work.

Summary

Work and family life are interdependent and rarely insulated from one another. As demonstrated, history has provided many forces that have led to changes in our attitudes toward work and family life. These major changes previously discussed, along with less noted developments can be expected to interact with work and family environments well into the next century. What happens in one can necessarily affect the other and historical changes in the family can be transposed over changes in the work place. Consequently, outcomes of work place events affect families and the entire society and vice versa.

The trends discussed thus far will have major implications for the field of human resources. Only by accurately sensing the ongoing trends, and predicting future trends, can organizations begin to make intelligent responses. A major human resource response lies within the realm of work-family policies.

Work and Family Balance

The third major section of this literature review will focus on defining work-family balance, how that balance can be potentially disrupted and what types of measures organizations can employ to lessen the imbalance.

How is successful balance of work and family assessed? What is an adequate response to a perturbation that threatens to disrupt the homeostasis of work and family? These answers, much like the definition of balance are complex.

Achieving balance means being able to juggle the multitude of tasks that encompass an individual's life. Balance requires the individual to make appropriate responses to minute or colossal changes affecting the individual. There is no one definition of perfect balance because the concept of balance is found in how individuals manage their own work and family tasks.

Kofodimos (1996) defines the term balance as “ a satisfying, healthy, productive life that includes work, play and love; that integrates a range of life activities with attention to self and to personal and spiritual development; and that expresses a person's unique wishes, interests, and values” (p. xiii). Platt (1997) who describes a positive work-family balance as an asset for families and communities offers another definition. He provides specific issues that are present in the spheres of work and life. They are depicted in Figure 3:

Work	Life
Meetings	Home Chores
Competition	Child care
Explosive Growth	Community Projects
Education	Hobbies
Projects	Elder Care
Deadlines	Vacations
Travel	Sports

▽

Figure 3: Work-Life Balance, Platt (1997)

In addition to these definitions, two models well known in the literature help to illustrate the interconnectedness of work and family. The first model, as described by Schmitt and Millon (1980), is the spillover model. This model proposes that aspects of one's job satisfaction tend to influence an employee's satisfaction with life in general. Meanwhile, a second type, proposed by Chacko (1983) is the compensatory model. This model demonstrates that dissatisfaction at work or home will cause dissatisfaction with the other. Both of these models explain that negative or positive events in work or family impact one another.

The above descriptions immediately describe a circumstance that is very individual. As previously discussed, work and family have many varieties, therefore, leading to various forms of work-family balance. Similar to the uniqueness of our own fingerprint, so is an individual definition of a successful work-family balance. How people manage and address work-family issues varies from individual to individual (Kofodimos, 1996).

Combine this with a work environment composed of its own unique characteristics, and one finds a complex and intricate interaction.

Origins of Work-Family Imbalance

There can be a multitude of sources that can initiate an imbalance to the definitions provided. Kofodimos (1996) provides an excellent synopsis of some of these causes.

Again, work-family issues can remain a very individualistic issue and causes of imbalance may not fit into any of the following.

1. Organizational Culture - The type of organizational culture can impact how employees are able to handle work-life issues. Schein (1992) defines culture as the basic assumptions that drive an institution. The type of culture plays out in how the business handles promotions, restructuring, innovativeness, leadership and management style. For example, organizational values may provide various positive incentives in exchange for employees' time and energy that would take energy from the family side of the balance compared to an environment where it is culturally unacceptable not to help people with balance situations. This latter environment would have policies that "reflect respect for the tensions between work and family demands" (Beckhard, 1997, p. 328).
2. Upward oriented career models – The pressures often required for upward career progression can conflict with family demands.
3. Personality - The personality type of individuals may be reflected in how they manage work and family. Individuals who strive for perfection may have more of a struggle as they impose "perfect standards" on work and family issues.

4. Technology - Advances in technology have changed the management and handling of work-family issues. For example, beepers and cell phones allow access to employees on a 24/7 basis and Internet cameras allow working parents to see their children.
5. Global business – Global markets usually require employees to travel and/or to work odd hours in order to verbally communicate with offices located overseas.
6. Competitive Market - The downsizing of organizations has prompted layoffs and a loss in employee loyalty. The fast pace of the business environment has prompted a work market with small shelf lives and an increased demand in learning skills.
7. Work ethic – In her study, Kofodimos (1996) summarizes the work beliefs of executives, managers and professionals as “ the primary priority in life and that working hard is the most virtuous of pursuits” (p. 22). Many work environments desire and reward “workaholic behavior” and the sacrifice of leisure time. Perlow (1997) adds additional work beliefs such as: 1) one must be seen at work in order to be seen as working, 2) face time can be critically important and 3) work should be a top priority – all beliefs that impact the success of work-family policies.
8. Multirole overload - As demonstrated earlier, dual income earners, single parents, and the sandwich generation, are all examples of multidimensional roles, which put demands on an individual’s time and energy.
9. The idealized image - Each individual carries an ideal image of him or herself. Oftentimes this idealized image does not match the reality of the individual. Dressler and Bindon (1997) identify this phenomenon as lifestyle incongruity.

This incongruity occurs when “individuals attempt to maintain a lifestyle inconsistent with their economic standing” (p.55).

Individuals make conscious choices as to how they allocate time and energy to the demands in their life. As each person is unique, so is his or her source of imbalance.

In addition to these sources of imbalances, as described by Kofodimos (1996), the experience of certain life cycle stages can place a stress on work-family balance. Life cycle stages are dimensions that are internal and personalized to the individual. For the most part, progressing through various stages is linked to biological milestones. As people enter these stages they grow and change cognitively, socially and morally. Ferber et al., (1991), have listed these life cycle stages as: new worker, marriage, pregnancy/adoption, childrearing, divorce, elder care, retirement and death. The type of work-family policy needed may be based on a person's placement in their individual life cycle stage.

Consequences of Work-Family Imbalance

Work-family initiatives may produce important outcomes of concern to both the employer and employee. There are both negative and positive consequences to the outcomes caused by work-family imbalance. For example, Barnett (1999) explains the benefits of multiple role involvement, an outcome of work-family involvement as being: 1) monetary income, 2) heightened self-esteem, and 3) ability to delegate time-consuming tasks, 4) opportunity for social relationships and 5) challenge. However, work-family imbalance can also create negative consequences. Kofodimos (1996) explains that as increased time and energy is committed to work, along with damage to ones' personal life, a spiraling imbalance is created. Individuals have a limited amount of

time and energy and competing demands can create a sense of overload. She cites such consequences as stress, fatigue and illness.

Usually something in the work-family balance is being short-changed – whether it is children, the job, civic, social or cultural activities – no one person can commit 100 percent to every facet of their life. As Glendon (1998) states: “day-to-day life for most working mothers is robbing Peter to pay Paul” (p.14). The aim of work-family policies should be to assist employees in achieving balance between their multiple roles.

Work and Family Policies

The recognition of the components of the balance impacting the work place has prompted the development of work-family policies. These policies are compensation other than wages or salaries that assist employees with minimizing imbalance. These policies can be very costly to an organization yet, used creatively, are a worthwhile recruiting and retention tool. Kovach (1996) discusses how many benefits available to employees are undergoing a radical change and that employers are increasingly tailoring policies to meet individual needs.

It is crucial for an employer to understand that, when they hire an employee, they are acquiring a whole person. The employer buys the spouse, the children, the dog, the car, their beliefs, their values, skills and knowledge. Employees may physically leave their home, but at the office, their thoughts will be on home issues (Grensing-Pophal, 2000). Moreover, Schneider (1987) points out that attributes of the people, not the environment, make the situation. Of importance is that employees make organizations what they are; therefore, their concerns should be a top priority.

Employers need to develop employer friendly policies that make economic and business sense (Rossi, 1993). Kofodimos (1996) stresses “that imbalance is not only a problem for individuals but also a problem for organizations” and that “imbalance manifested in individual lives affects organizational functioning” (p.127). The biggest impact is seen in recruitment and retention. Both are costly to the organization. For example, “a company with 50,000 employees and an annual six percent turnover rate... incurs replacements costs approaching \$18 million a year” (Ettore, 1997, p.4) - approximately 25 percent of a person’s annual salary. More importantly, high turnover results in a loss of human and intellectual capital.

Organizations can gain many positive dividends by employing work-family policies. Smith (2000) cites that companies that invest highly in their employees also enjoy a rising market value in that their stock price will rise over the long term. Gerson (1998) cites studies that have shown family-friendly policies to be cost effective in that they save more than they cost and increase worker productivity. Effective work-family policies can save these losses and improve employee retention, performance, morale, recruitment, commitment and initiative.

The concept of work-family balance is a new one; even at established companies, the issue is just beginning to emerge and remains a challenge. Coontz (1999) observed that “the biggest problem facing families...is not that our families have changed too much but that our institutions have changed too little. America’s work policies are 50 years out of date” (p.94). Most of the work-family policies were designed for a society in which men worked and women stayed home. Furthermore, the tendency to operationalize work-

family issues as women's issues rather than as employees' issues adds to the dated policies (Barnett, 1999).

A caution is presented prior to organizations offering a multitude of work-family initiatives. Policies to assist working parents and a concentration on these issues they bring to the workplace have a potential to also impact single adults without children. The number of employees without spouses or children is rapidly increasing. Young (1999) shows that future predictions indicate that "childless households will increase 50 percent between 1996 and 2005" (p. 33). The prediction of these statistics stems from other statistics that show people waiting longer to marry, a 40 percent divorce rate, a growing population of people who never plan to marry, women waiting longer to have children and the increase in life expectancy.

The nonparent workforce has begun to perceive some inequities in work-family policies that favor parents. Companies that offer parents flextime or job-sharing opportunities may fail to recognize that childless by choice employees also may need such options. Poe (2000) points out that organizations are at risk for setting up a two-class system that could foster discrimination. Nonparent workers describe inequities such as parents receiving extra health benefits, daycare subsidies, priority for alternative work schedules, priority for holiday time and less scrutiny for leave time. The federal government also imposes a penalty to single people by imposing higher taxes on their wages. In her book Baby Boon: How Family-Friendly America Cheats the Childless, Burkett (2000) calls for a change from "family-friendly" workplace policies to "worker-friendly" policies and from work/family to work/life. Equity and an awareness of all workforce concerns can help reduce potential employee resentment.

With this in mind, many positive benefits can be realized from offering appropriate work-family policies. Such benefits include: 1) enhanced work and life experiences of the employees, 2) simplification of employees' lives, 3) an avenue to provide rewards for employees staying loyal to the organization and, 4) creating a sense of belonging to the corporate community. Therefore, it is vital to the organization that work-family policies be developed.

A scan of industry work-family policies resulted in the following list of creative solutions aimed at helping employees meet work-family demands.

Solutions

The following table (Table 5) presents the results of an exhaustive literature review highlighting typical and innovative policies used by employers. The literature review included such domains as professional journals (i.e., *Annals of the American Academy of Political & Social Science*) publications, contemporary media and research literature. These policies are examples of current tools that an organization can provide to its employees.

Due to the varied composition of the workforce, benefits should be tailored to help meet the needs of life situations of their employees. Employees will be engaged in relationships that keep changing – relationships between spouses, between parents, children, supervisors, and co-workers. These changes have a significant impact on the way policies are created and sustained. Organizations should incorporate the reality of peoples' lives into a business strategy. Such a strategy will honor the human side of work instead of the traditional method of treating people like machines.

Table 5

Work-Family Solutions

Category	Description
Leave	Maternity, paternity, adolescent, personal unique opportunity leave, and leave of absence
Pay	Enables employees to chose the services for their families they deem necessary
Unlimited sick days	No limit on days needed off for health problems
Flextime/Compressed work schedule	Flexibility to fit job to personal schedule
Job Sharing	Sharing with a co-worker to fit personal schedule
Telecommuting	Not having to be physically present at the office
Employer paid/sponsored vacation	Incentive based vacations subsidized by employer
Organizational recreational sites	Employer sponsored vacation/recreational facilities
Domestic partner benefits	Benefits for lesbian and gay partners
Slower career tracks	Choosing a career path better suited to fit family
Workplace chaplain	Available for counseling/transition service
Extensive community partnerships	Allowing employees to be community volunteers
On-site health care center	Personal health care provider at job site
Low-cost summer camp for school children	Subsidize summer activities for dependents
Employer-under-written legal service	Provide estate, will, financial and legal advice
On-site childcare/ childcare referral services	Some facilities offered haircuts, sick childcare, sports instruction, birthday parties, Internet monitoring, Parents Night Out, high security,
Elder care referral services	Long term care insurance, pre tax dependent care accounts, on site elder care facility, support groups, fairs, subsidized care costs
Culture of caring	Cultural setting of the work environment promoting proper work-family integration
Work-Life Manager positions	The function of this position is to assist employees in improving the balance between work and life
Community Service Days	Company time for volunteer community activities
School-to-Work programs	Exposing students to work-family issues
Homework Helper	Telephonic/ on-line teacher help for school children
Work focus groups	To identify/provide work-family solutions
Financial consultants	Provide a no-fee investment counselor
Work-family management classes	Curriculum geared to specific work demands
Highchairs in company cafeteria	Allows employees to eat lunch with child
Company mandated closures	(i.e. building locks at 6pm)
Employer assisted housing	Subsidize or provided low interest loans for housing
Redefining traditional gender stereotypes	Acknowledge fathers need to attend children events
On site gym	(some with laundering service for gym clothes)
Special needs consultant	To assist with special needs dependents
Concierge service	Using mediums such as on-site, telephone or Internet to assist with domestic chores
Casual dress code	Wearing jeans, slippers, no-tie policy
Pet care connection	Referral for kenneling services/pet needs
Health/retirement benefits	Benefits that last after the job is over
Candy service	Stocks up individual candy jars

However, a well-developed strategy is not the “cure-all.” The responsibility is not fully on the shoulder of the employer rather the management of the actual balancing lies with the employee (Platt, 1997). The success of these policies is a “two-way street” between the organization and the individual. It is still the expectation that the employee adapt to the organization. One last consideration is that success will also depend on the degree in which personal goals, values and skills of the individual can match the employers needs.

In sum, what history and current trends have and are presenting, in the composition of employees, should spur employers to develop work-family initiatives that benefit employees. The task is not easy as these challenges “are unprecedented, and...many of them are the by-products of goods and freedoms that modern men and women prize” (Glendon, 1998, p. 17). Enablers of work-family policies “must respond positively to the changing composition of the labor force” (Rossi, 1993, p. 173) and assist employees who juggle the many challenges brought on by historical events and evolving trends.

At this point in the literature review it is important to focus on the population of the research. The research sample comprises cadets that are preparing to join the Air Force. The focus now turns to the Air Force and the characteristics that include this new crop of officers.

The Air Force

To help narrow this picture of complexity, the focus of my research is to reveal the expectations future Air Force officers will have of balancing the demands of work and family. More specifically, what are their expectations of managing work and family? Expectations of managing their space and time? These questions aim at follow-on

research efforts focused on developing a work-family learning model for those beginning an Air Force career. However, to get to these answers one must first understand certain characteristics of the Air Force.

What is the personnel picture of this large employer? Air Force demographics are presented in Table 6.

Table 6

Air Force Demographics

Approximately 352,536 individuals are on active duty in the Air Force of which 68,920 are officers and 283,616 are enlisted
Of the force, 35 percent are below the age of 26
63 percent of the personnel are married and support a combined total of 523,155 dependents.
Currently, 21 percent of the force is assigned overseas
9.3 percent of the force is in a joint-service marriage
87 percent of enlisted spouses are employed
8.2 percent are responsible for caring for elderly relatives
4.9 percent are single parents
The average active duty member has been in the military 10 years

Air Force News Service, 28 Feb 2000 & Military Family Resource Center, 1999

Related to an earlier discussion on maternal employment, dual income earners and single parents, it is interesting to note that the Department of Defense is the largest employer of women (Women in Defense, 1984). Women comprise 18 percent of the force. New policies that resulted in more than 90 percent of all military career fields becoming open to women are indicators that work-family issues will be a continuing topic for the Air Force (Air Force News, Oct 1998).

What are the present challenges to the Air Force? Gutmann, (2000) explains how the Armed Forces have been cut by nearly half since the early 1980s to carry out missions

that have increased 300 percent over the last decade. Meanwhile, military personnel have seen their pay slip 14 percent behind civilian pay (at a time of greatly increased operational tempo and high civilian employment). Currently, these issues are at the forefront of military policymakers and even in the current presidential campaigns.

Gutmann (2000) goes on to describe how the military is in crisis. Morale among service people is at rock bottom. The services have just completed the worst recruiting year in memory. The turnover rate for 1999 was 18 percent (Military Family Resource Center, 1999). The Air Force is working hard to get fiscal support from Congress to address the crisis. Initiatives include: increased pay and benefits, hiring more recruiters, asking prior service members to rejoin, and for the first time in history, spending \$54 million on TV commercials (Air Force News, Jul 1999).

Specifically, the Air Force is faced with the largest pilot shortage in history. In 1998, 79 percent of Air Force pilots declined to extend their service when the time came, even as the Air Force was offering an additional \$22,000 per year if a pilot committed for another five years. Separating pilots report that the extra "pay was nice but not enough to overcome their other concerns" (Kreisher, 1998, p. 70). In September 1999, the Air Force reported that it is losing 1,136 pilots, whose training has cost an estimated \$6.6 billion. In addition to pilot losses, the Air Force is losing another valuable resource – mid-level specialist in other key jobs.

Another challenge that is tied to retention and recruiting is the robust economy of the United States. The current workforce is experiencing an extremely competitive job market and the strongest American economy in years (Air Force News, 23 Feb 1999). Work in the civilian sector pays more than government jobs. Additionally, the military

trains personnel in occupations that are in demand in the for-profit area – such as aeronautical, space and satellite technologies (Grier, 1998). Additionally, the family-friendly policies of some organizations are allowing ex-service members to have more personal time with their families.

A reflection of the civilian community, the people of the Air Force also bring a mix of contemporary characteristics (described in the discussion on the transformation of the family) along with their own unique characteristics. Family issues such as dual income earners, single parents, and multigenerational care are similar to those confronting civilians. A major difference from the civilian counterparts is that the Air Force requires total and constant commitment from their employees. Another difference, cited by Jessup (1996), is that armed forces personnel tend to marry at an earlier age than civilian counterparts. He attributes this to patterns of military recruitment, training and deployments impacting courtship time.

To add more “fuel to the fire,” Coser (1974) described the Air Force as a “greedy” institution – meaning that the Air Force places great demands on the member’s time, commitment and energy. More importantly, the Air Force can legally intervene in the personal lives of the service member. The Uniformed Code of Military Justice has guidelines for punishing such actions as fraternization, adultery, financial misconduct, conduct unbecoming of a service member and alcohol/drug/child/spouse abuse. This relationship makes the spheres of work and family, for a service member, even more intertwined.

The changes in the personnel picture of the Air Force have forced the senior leadership to switch its “soft” stance on work-family issues to a priority concern. This

new priority is occurring at a time when Air Force members are being asked to put “service before self” (Fogleman, 1995) and members continue to be accountable to the military 24 hours a day, seven days a week. Alongside the active duty personnel, dependents “find themselves subjected to the same rules and policies that dictate much of their lifestyles” (Marriott, 1997, p. 19).

In Harrison and Laliberte’s (1997) view “combat is not about nurturance or negotiation” (p.49). The challenge for the Air Force is to manage the mission of combat and the mission of its personnel needs. This calls for the military to make quality-of-life a core business issue, much like the civilian corporations, except the stakes are so much higher for the military – for the nation, for the world.

Work-Family Balance in the Air Force

Despite the changes taking place in the military the Air Force population is still a reflection of American families. The families bring to the Air Force, a wide variety of values, beliefs, traditions, and cultures. Nevertheless, one thing they have in common is that the Air Force family has not been isolated from the major shifts associated with work-family balance. The Air Force family has a unique in challenge in that it must adapt to the demands of Air Force life while taking care of the family unit.

Basic care giving issues are at task in nearly all families. Like most families, Air Force families have the labor of care at the center of their lives. Eichler (1997) states “providing care for children is clearly and repeatedly identified as the single most important task of the nuclear family” (p.114). Researchers are split as to the consequences of working parents on their children. Crosby (1991) points out that children of working parents are more likely to be well adjusted and achievement oriented. Conversely, Hewlett (1991)

argues that the massive deficit of parental time and attention is the single reason for the decline of the American family. A more recent piece of literature describes the “spillover” effect: When parents feel stressed at work, their parenting suffers (Galinsky, 1999). He highlights that both fathers and mothers tend to withdraw from their children whenever work becomes more demanding. Additionally, because of increases in our life expectancy, each caregiver in the family unit may be planning to meet the needs of children while also meeting the needs of elderly parents. In an Air Force environment, where families are separated and very mobile, these basic care-giving tasks can present enormous challenges.

Military members share the same common work-family issues as their civilian counterparts. However, there exist many situations that are unique to the military member. When individuals join the Air Force, they relinquish a large part of their “personal decision-making prerogatives” (Kaslow, 1993, p. 252). For example, individual geographic assignments are determined by Air Force needs, deployments can arise suddenly and go on for an extended period, and job assignments can be involuntary. Some other Air Force specific issues include:

High operations tempo – Operations tempo is described as the pace of operation experienced by a unit. D’Amico (1997) has written that since the end of the Cold War the American military has seen an increase involvement in “ international peacekeeping, humanitarian intervention and disaster relief” (p. 200). Correl (1998) reports that “the Air Force deploys for six or seven pop-up contingencies a year” (p. 4). Furthermore, the closure or downsizing of many overseas bases has resulted in more rapid deployments of military personnel (D’Amico, 1997).

A recent survey, in which 190,000 Air Force members responded, officers reported an average of 62 days a year deployed while enlisted members report 68 days per year (Air Force News Service, 2 Feb 2000). Table 7 depicts active duty members planning to quit and the average number of days their specific career field is deployed.

Table 7

Officers Planning to Quit versus Average Days Deployed

Air Force Officer Specialty	Average Days Deployed	% Quitting the Air Force
Pilots	121	55
Surgery	47	55
Physician	56	39
Manpower	49	38
Office of Special Investigation	81	30
Information Management	53	25
Dental	47	25
Operations Support	72	24
Aerospace Medicine	71	24
Navigators	104	21

Callander, B. (1998)

Grier (1998) reports that “increased operations tempo is the culprit that many departing airmen cite as the push that shoved them out the door” (p. 61). However, Air Force findings show no consistent pattern between increased operations tempo and turnover, meaning other factors may be affecting turnover (Callander, 1998). It is interesting to note that Air National Guard personnel (who move less than their active duty cohorts) deploy an average of 100 days annually and incur a 10.1 percent total attrition rate compared to the Air Force’s 19 percent (Kitfield, 1998).

The increase in operations tempo also affects active-duty members left at home bases. These personnel usually face a larger workload left behind by deployed members (Grier, 1998). Additionally, returning deployed members report an average 65-hour workweek to catch up on missed work (Correll, 1998).

An additional stress is incurred while on deployments, when family situations arise and the active duty member cannot return without approval of the commanding officer. Additionally, the location of the deployment may not be conducive for immediate return. Also, an immediate concern may be the risk associated with the deployment, thereby, causing concern for loved ones safety and/or life.

To address the operations tempo issue, the Air Force has begun reorganization into 10 expeditionary forces, which form a rotational structure designed to bring greater stability and cut at-home and deployed workloads.

Relocations – Service members are subject to relocations often throughout their career. Military families move twice as often as civilian counterparts do, and the government reimburses them only half to two-thirds of the cost they incur (Air Force News, 17 May 2000). In 1999, twenty-two percent of the force relocated (Air Force News, 28 Feb 2000). Many assignments are overseas and many active duty members serve a 12- to 18-month remote assignment – removed from family and cultural isolation.

This tendency of members to move more often provides additional stress to work-family balance. Some examples of stress include: 1) a spouse who may be trying to progress professionally through a career, 2) children of the active duty member who are faced with changing schools, 3) finding new friends, and/or 4) geographic separation from a parent possibly presenting care-taking challenges.

The Mission – Many job duties in the Air Force are hazardous. The potential for loss of life or disability is increased, especially in times of conflict. Dependents of active-duty personnel are aware of the “haunting possibility of war...risks of ...being injured, killed, captured, or reported missing in action” (Paden & Pezor, 1993, p. 5-6). The recent Kosovo operation provided a scenario in which pilots could leave their European home base, fly war missions in Kosovo, and return home for dinner. This type of unique environment places an additional stress on the family, in particular the spouse who gains additional responsibility and concerns caused by separations.

Air Force Response to Work-Family Issues

The Air Force, like other employers, still needs to focus on its mission while balancing the needs of its personnel. The force used to consist of mainly single men, whereas, today nearly half of the men and women in uniform are fathers and mothers (AF News, 17 May 2000). Kaslow (1993) makes the statement that “the military has an ethical and existential responsibility to be mindful of the impact that service member’s activities and whereabouts have on his/her parents, siblings, spouse, children and grandparents” (p.xiii). Air Force senior leadership is beginning to acknowledge this need and make accommodating changes (Kaslow, 1993). Recently, the deputy assistant for military personnel policies reported that the military is a very married force and among junior people it is a very family-focused force (Air Force News, 19 August 1999). As mentioned previously, the members of the force tend to marry and have children younger than their civilian counterparts (Air Force News, 24 May 2000). A force field to this current scenario is that “families are expensive and lead to competing allegiances for

deployed serviceman” (Weinstein & White, 1997, p. xvii) - the first loyalty is oftentimes to the family.

Employers addressing the needs of work-family balance acknowledge their “employees as whole persons (and) assume they have families and other relationships as important to them as their jobs” (Shaffer & Anundsen, 1993, p.1). To their credit, the Air Force response has touched various aspects of work-family life. Harrison and Laliberte (1997) report that two major social changes have led to the recognition of work - family support programs:

1. The shift to an all-volunteer force in 1973 that brought an increase of married men, along with their dependents, into the military.
2. The women’s movement, coupled with the decrease of family buying power, increasing the presence of women in the workforce.

Alongside these social changes, the Air Force, in 1979, began taking a serious interest in the study of Air Force family life. The Air Force Office of Family Matters opened in the Spring of 1980, which served as the catalyst for each base establishing a Family Support Center (Brown, 1993). From this initial movement a variety of services and benefits have been initiated that assist active duty members in balancing their work and family commitments. They are:

Wage Compensation – Members receive their base pay along with allowances for housing and subsistence. Additional pay may be received for situations such as overseas allowances, uniform allowances, flight pay or hazardous duty pay. Historically, members receive an annual pay raise each year. The pay raise for January 2000 was 4.8 percent of the base pay. Additionally, as members progress and are promoted to higher ranks pay

increases. However, a major concern is that wages are not commensurate with the civilian sector and the demands of the military. Army General Omar Bradley once stated that college graduates in certain entry-level civilian jobs earn more than a one-star general (Air Force News, 2 Jun 2000).

Retirement – The military pension plan is structured so that individuals may retire after serving 20 years of military service. Military retirement pay is based on 50 percent of a member's base pay and begins upon the effective retirement date.

Leave Benefits – Each active duty member is given 30 days of leave a year. This benefit is provided from the beginning of one's military employment. Additionally, active duty members receive unlimited sick days to be used for themselves – not for taking care of dependents.

Family Support Centers (FSC) – As previously mentioned, a major response to work-family issues has been the establishment of Family Support Centers (FSC), beginning in the early 1980s (Kaslow, 1993). FSC are located at every base and are the focal point for family matters. The FSC offers a variety of programs to help Air Force personnel and their dependents. Some of the major programs include information, referral counseling, financial assistance, transition assistance, career counseling, and family life education (Family Support Center, 1997).

Family Advocacy – This is an agency on Air Force installations that develops programs aimed at building a healthy community and prevents family maltreatment within the Air Force. Family Advocacy programs provide information, education and treatment.

Chaplain – Every base provides pastoral support through worship services, rites, religious counseling and education.

Health and Wellness Center – The Center is dedicated to prevention and health enhancement of its customers. These "one-stop" shops for health and fitness utilize education and intervention programs to decrease health risks, enhance fitness and conditioning, and increase personal performance.

Childcare – Many Air Force bases have a childcare facility on base that, on average, charge 25 percent less than comparable civilian center-based care (Air Force News, 17 May 2000). Additionally, an in-home childcare referral service is provided. This service refers certified providers that provide childcare in their own home. This option provides a more intimate home setting, flexible hours, a consistent caregiver and small group size. Currently, the Air Force has met 57 percent of the demand for military childcare (Military Family Resource Center, 1999) while aiming to meet 80 percent of its need for childcare between base daycare facilities and in-home childcare referral service (Air Force News, 22 Mar 2000).

Youth Activities – This program offers a variety of instructional and educational classes for dependents of Air Force members. Programs range from social events, relocation assistance, before and after school programs, summer camps and sporting programs.

Medical Care and Life Insurance - Air Force members and their dependents have full medical care benefits. Additionally, members are eligible for a low-cost life insurance plan and provisions for medical/physical disability.

Recruiting and Retention Task Force – The primary assignment of this newly established task force (located at the Air Force Personnel Center) is to oversee the execution of 200 initiatives aimed at reversing the negative recruiting and retention trend. These initiatives

are directed at attracting high quality personnel and enhancing the quality of life for all current Air Force employees.

Ombudsmen Program - Many bases have recently instituted a program that provides personal advisors to spouses and dependents of absent service people. This is in addition to many base units that incorporate a culture of caring and assist spouses and dependents of active-duty assigned to their units. The majority of units have a base senior enlisted advisor and unit first sergeants that serve as a liaison between dependents and the Air Force.

Other benefits include relocation assistance, morale, recreational activities, videophone communication for personnel separated from their families, on base housing, educational and veteran's assistance and shopping at the commissary and base exchange. The scope and type of assistance these programs offer vary by Air Force installation and vary in the availability to dependents and retirees. These benefits described parallel those of most large corporations because the Air Force is competing for the same labor pool.

Summary

As with their civilian counterparts, Air Force members experience the multitude of issues placed on contemporary families. However, the demands made on Air Force personnel are enormous and require large contributions from its families. The large portion of married military members, the participation of women in the workforce, demographic changes, low unemployment and a robust economy are just a few of the changes that require the service to develop and support family-friendly policies. As demonstrated, this is imperative for retention and recruitment of quality personnel.

Prior to concluding this literature review it is important to examine the characteristics of the entering Air Force Officers – the future workforce. It is meaningful to understand the characteristics of their generation as it provides a palette from which they form their expectations.

The Air Force Newcomers

Social structures are vital to shaping the persona of an individual. Burley (1994) points out that socialization practices are important in shaping an individual's future expectation of work-family conflicts. Socialization influences can be parents, peers, teachers, culture, and media.

Strauss and Howe (1997) describe the incoming workforce generation (born between 1961 and 1981) as the 13th Generation because they are literally the 13th generation to call itself American. Another label commonly given to this population is "Generation X." A large portion of this generation comprises the Air Force with approximately 70 percent of the men and women being age 34 or younger. Strategically aligning work-family policies to these young adult active duty personnel should pay dividends in the form of retention and recruitment.

The 13ers, as a generation, are described by Strauss and Howe (1997) as a generation that:

"survived a hurried childhood of divorce, latchkeys, open classrooms, devil-child movies, and a shift from G to R ratings. They came of age curtailing the earlier rise in youth crime and fall in test scores – yet heard themselves denounced as so wild and stupid as to put *The Nation at Risk*. As young adults, maneuvering through a sexual battlescape of AIDS and blighted courtship rituals, they date and marry cautiously. In jobs, they embrace risk and prefer free agency over loyal corporatism. From grunge to hip-hop, their splintery culture reveals a hardened edge. Politically, they lean toward pragmatism and nonaffiliation and

would rather volunteer than vote. Widely criticized as Xers or slackers, they inhabit a *Reality Bites* economy of declining young-adult living standards. 13ers are the oldest marrying, with the highest-ever rates of teen sex, abortion, and venereal disease (including AIDS). The image of *Beverly Hills 90210* –style wealth (cars, TVs, CD players, leather logo jackets) has wrapped itself tightly around 13ers” (p.137, 235, 236).

The training manuals scripted for each generation leave life long impressions and frame future decisions. A portion of this manual will guide work-family decisions. Specifically, future workforce members are being socialized within the context of their parent’s work-family dilemmas. Izzi (1998) describes fast-food dinners, over-scheduling and high tech bedrooms as common occurrences for children. It is in the author's opinion that a trend is to sub-contract out the care required of a household. Current practices reveal that oftentimes caring tasks such as childcare, elder care, lawn care, paying bills, buying groceries, washing cars, and home chores (to name a few) are being accomplished by hired help. The modeling of work-family management has altered dramatically.

Tulgan (1995) describes a further explanation of their response to socialization experiences in his book Managing Generation X. He has suggested that this generation was raised with both parents working loyally for one company, succeeds and then either experienced a downsizing, a restructuring or a buy-out. This mistrust of loyalty has brought in a generation of workers who value independence and an entrepreneurial spirit. Tulgan links their short attention spans to their environment of fast-paced technology and the information age.

Specific to the Air Force, Omicinski (1999) highlights that the new generation of Air Force officers is more likely to come from fathers with no military experience to pass along to their sons or daughters. Additionally, joining the military is more often an option

of last resort rather than a patriotic endeavor and with the end of conscription in the United States the citizen-soldier concept has disappeared. Strauss and Howe (1997) predict that this new generation of military “officers will flaunt a spartanlike warrior ethos” (p.241).

The generation of workers that are preparing to enter the workforce in the next few years may have little real-world experience with work-family issues. Furthermore, their expectations of work-family issues may be contradictory. Burley (1994) discussed this void and recommended that societal educators need to help in filling this void in their interaction with future workforce members. A plea for a learning model to educate and align expectations with the reality of work-family issues.

Summary

To be a cutting-edge business in a time of record low unemployment, employers need to be cognizant of the changing nature of the workforce and have strategies in place to promote a healthy work-family balance. Employers, like the Air Force, are spending big dollars on training and recruitment and realizing that a return on that investment requires a higher priority on work-family issues. Therefore, it is worthwhile to gain an understanding of the unique needs and challenges characteristic of Air Force families.

A facet of this understanding is about creating a work-family learning template. Barnett (1999) proposes that creative approaches are needed to break the hold of old assumptions and develop “fresh approaches to work-life issues” (p.143). It is evident that the labor of care is at the center of the family life and perhaps by moving it closer to the center of the business culture and workforce education; work-family balance will prosper.

The purpose of this research is not only to explore the issues surrounding work-family balance but also to make suggestions based on a literature review and an empirical study. The research is structured around the two hypotheses and three enabling research questions presented in Chapter One. The literature presented makes the following suggestions in regards to the hypotheses and the enabling research questions:

1. What are the perceptions of incoming Air Force officers regarding work-family balance issues, and what are their attitudes toward work, family, and gender roles in each sphere? Drawing on the assumptions that the military is a reflection of the civilian community an inference can be made that work-family issues are a priority to both the individual and the work organization. An examination of current trends demonstrates that many changes are occurring in the lenses of work, family and gender roles that impact worker and workplace. A strategic source of information to both worker and workplace should be the attitudes each has of work-family issues. Such accurate information allows the unique operating model of each to mirror the existing reality.
2. What determining attitudes will influence the area of convergence and align with one or more of the axes (gender distribution, reconfiguring the private and public spheres and/or redistributing entitlements between employers and employees) as described by Williams (2000)? This chapter has illustrated that all three axes are attempting to help employees manage work and family. The description of transitioning gender roles aligns with the gender distribution axis in that work-family responsibilities are allocated based on demands, exchanging gender roles if necessary. An example of reconfiguring the private and public spheres is

demonstrated by public sector involvement in work-family issues such as the Family Medical Leave Act, Child Support laws, the Equal Pay Act as well as many other governmental programs. A major change that literature highlights is in the axis of redistributing entitlements between employers and employees. This chapter cited many innovative work-family entitlements provided by employers that will assist employees manage work-family issues (see Table 5). Numerous references are made as to how these entitlements also serve as recruiting and retention tools.

3. What are the sociodemographic variables associated with new entrants' resistance or willingness to align with one or more of the axes? Many of sociodemographic variables can be identified in the various trends discussed – for example, working mothers, single mothers, increase of education, individuals waiting to marry longer and many others. This research will attempt to analyze a limited number of the wide sociodemographic variables unique to each individual. One in particular examines new workforce entrants, who have been raised in families where their mothers worked compared to the smaller group of those who had mothers who stayed at home.

These questions, and their answers, are large in scope. It is the aim of this research to begin with a small population, new Air Force officers, to further the knowledge of work-family issues.

History has usually responded by separating the spheres of work and family. Today, policies are needed that allow the two spheres to negotiate. Business decisions should be aimed at optimizing the well being of the entire system in which it exists. A major

portion of most systems involves human resources. Human capital is the greatest and scarcest resource the world possesses. Men and women are this resource and an understanding of their varied roles will increase the return on the investment. Gray and Herr (1998) propose that such an investment in the workforce will affect productivity, therefore, increasing earnings, consumer consumption and quality of life.

CHAPTER 3: METHODS AND PROCEDURES

The purpose of this research is to understand the perceptions of the incoming Air Force officer work force. It is of interest to know how they expect to manage and respond to their work-family balance issues. The proposed outcome of the research is to present new accommodations and/or strategies that mirror the attitudes of newcomers to the workforce. Additionally, a learning model can begin to be developed that could assist young adults to address balance issues.

Specifically, the purpose of this research is to investigate and compare the perceptions of United States Air Force Academy (USAFA) senior cadets and Reserve Officer Training Corps (ROTC) senior cadets regarding specific work-family issues. A survey instrument was utilized that addresses the following hypotheses:

H1: There will be a difference between the two groups sampled (USAFA versus ROTC) and the previous research (Covin & Brush, 1993) relative to: 1) attitudes toward parental responsibility for child care, 2) government or employer work-family policy responsibilities, 3) career commitment, 4) the impact of children on achievement orientation, and 5) the desire to work.

H2: There will be a within and between group difference (based on gender) relative to: 1) attitudes toward parental responsibility for childcare, 2) government or employer work-family policy responsibilities, 3) career commitment, 4) the impact of children on achievement orientation, and 5) the desire to work.

The justification for establishing these predictions was discussed in Chapter One.

Additionally, the research addressed the following three enabling research questions:

1. What are the perceptions of incoming Air Force officers regarding work-family balance issues, and what are their attitudes toward work, family, and gender roles in each sphere?
2. What determining attitudes will influence the area of convergence and align with one or more of the axes (gender distribution, reconfiguring the private and public spheres and/or redistributing entitlements between employers and employees)?
3. What are the sociodemographic variables associated with new entrants' resistance or willingness to align with one or more of the axes?

Research allows one to add to or establish new knowledge using a systematic process.

The purpose of this chapter is to describe the method of research process that addresses the three questions presented. The content of this chapter is structured around the following areas: 1) research approach, 2) variables, 3) intergroup correlation, 4) instrument, 5) instrumentation, 6) data processing and analysis, 7) methodological assumptions, and 8) limitations.

Research Approach

The research approach outlines a systematic plan for collecting data. The outcome of the data allows the researcher to answer the hypotheses and enabling research questions addressed in Chapter One. Geroy et al., (1997) provides a linear logic sequence for the researcher to follow when deciding on courses of action for each step of the systematic plan. The use of their model (Figure 4) provides the research decision-maker a series of

choices based on the questions of the research. The following steps describe decision-making processes utilized for framing the research approach.

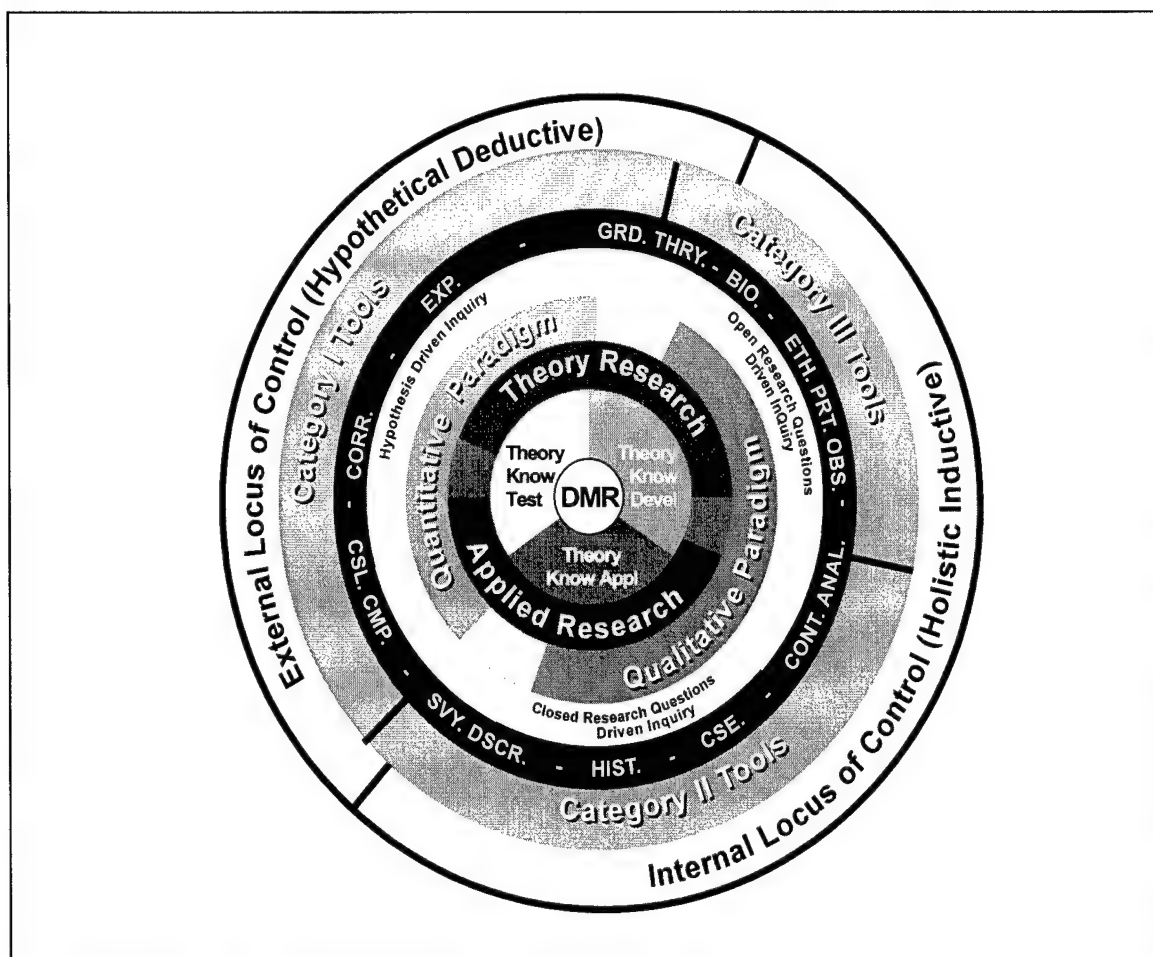


Figure 4: An Integrated Research Model (Geroy et al., 1997)

1. Theory/Knowledge Orientation – The purpose of this research is to further understand the phenomenon of how new Air Force officers expect to deal with work-family balance issues. Therefore, the research is aimed at theory/knowledge development.

2. Theory vs. Applied Research – The development of this research has involved the examination of published theory that was presented in Chapter Two. However, at the same time the setting for the proposed data collection was an applied atmosphere. Geroy et al., (1997) describes theory/knowledge development as a possible outcome of the combination of theoretical and applied research. Although this research did not evaluate or test the application of theoretical constructs to a problem, it did propose to enable a model to articulate theory construct (the learning model). This process will begin to build the basis for the construction of the theory/knowledge component that Geroy et al., (1997) discuss.
3. Quantitative vs. Qualitative Research Paradigms – Creswell (1998) describes how qualitative and quantitative research has the potential to contribute vital information to the research topic. The majority of the research for this study was grounded in the quantitative method – a deductive method that allows the researcher to move from a macro picture to a smaller one.
4. Inquiry Archetypes – Of the three classifications presented by the Integrated Research model (see Figure 4) this research was patterned after an open-research-question inquiry. Both the hypotheses and the enabling research questions identified a need to further define the perceptions of what the new workforce members are expecting in regards to work-family issues.
5. Research Study Types – Of the ten study types identified by Geroy et al., (1997), the best match for this research is the causal- comparative study. The purpose of this type of study is to focus on relationships by relating variables to one another (Gliner & Morgan, 2000). In this study the intent is to identify what relationships

may exist. The specific variables of this study ranged from factors of work-family issues to dichotomous variables such as gender and cadet type.

6. Data Reduction/Synthesis Tools – This large ring (see Figure 4) aids the researcher in selecting the proper data analysis tool. The type of statistical analysis is dependent on the characteristics of the variable(s) and measurement(s) involved in the research. This research analyzed what possible relationships and strengths existed between several dependent variables (work-family issues) and two categorical independent variables (gender and cadet type). Using the model in Figure 4 a Multiple Analysis of Variance (MANOVA), a Category I tool, was used for data analysis/synthesis. This technique helped the researcher to answer the question: “Are there differences among groups or categories” (Swanson & Holton, 1997, p. 81)?
7. Locus of Control of Research - The locus of control for this research belonged to the researcher. The researcher determined the population to be sampled, the instrument, the hypotheses and the enabling research questions. There was not any input of the analysis of the variables by the participants. Their only role was to answer the survey provided by the researcher.

The use of this model reminds the researcher that the hypotheses and/or the research question(s) should determine the type of research approach utilized. This step-by-step guide allows the researcher to define and visualize the parameters of his/her research.

The Variables

The variables to be examined and the type of measurement define the research approach. The variables of this research are addressed in the data collection instrument

and in the variability of the subjects themselves. The instrument, the Career Issues Survey, was designed to examine the relationship of five factors (the dependent variables) against two categorical independent variables. The research approach was a complex associational design in which the dependent variables were measured using a likert scale and independent variables were summarized using dichotomous categories (gender and cadet type). The two independent variables, gender and cadet type, were categorical. Table 8 depicts the 2 X 5 factorial between groups research design.

Table 8

Dependent and Independent Research Variables

	Males	Females
Air Force Academy Cadets	Factor 1 – Attitudes Toward Parental Responsibility for Child Care Factor 2 – Government or Employer Work-Family Policy Responsibilities Factor 3 – Career Commitment Factor 4 – Impact of Children on Achievement Orientation Factor 5 – Desire to Work	Factor 1 – Attitudes Toward Parental Responsibility for Child Care Factor 2 – Government or Employer Work-Family Policy Responsibilities Factor 3 – Career Commitment Factor 4 – Impact of Children on Achievement Orientation Factor 5 – Desire to Work
Reserve Officer Training Corps Cadets	Factor 1 – Attitudes Toward Parental Responsibility for Child Care Factor 2 – Government or Employer Work-Family Policy Responsibilities Factor 3 – Career Commitment Factor 4 – Impact of Children on Achievement Orientation Factor 5 – Desire to Work	Factor 1 – Attitudes Toward Parental Responsibility for Child Care Factor 2 – Government or Employer Work-Family Policy Responsibilities Factor 3 – Career Commitment Factor 4 – Impact of Children on Achievement Orientation Factor 5 – Desire to Work

Covin and Brush (1993) performed a factor analysis to identify the factor structure that is the best match for the data of the instrument. The five factors that emerged from their analysis are the basis of the dependent variables for this study. The results of the factor analysis were reported in the Journals of Group and Organization Management and Sex Roles (Covin & Brush, 1993, 1991). The hypotheses relevant to this study incorporated

all five factors. Table 9 depicts how the enabling research questions aligned with factors of the survey.

Table 9

Factors Associated with the Research Questions

Research Question	Factors Associated with Research Question
Research Question #1: What are the perceptions of incoming Air Force officers regarding work-life balance issues, and what are their attitudes toward work, family, and gender roles in each sphere?	Factor 1 – Attitudes Toward Parental Responsibility for Child Care Factor 3 – Career Commitment Factor 4 - Impact of Children on Achievement Orientation Factor 5 - Desire to Work
Research Question #2: What determining attitudes will influence the area of convergence and align with one or more of the axes (gender distribution, reconfiguring the private and public spheres and/or redistributing entitlements between employers and employees)?	Factor 1 – Attitudes Toward Parental Responsibility for Child Care Factor 2 – Government or Employer Work-Family Policy Responsibilities
Research Question #3: What are the sociodemographic variables associated with new entrants resistance or willingness to align with one or more of the axes?	Dichotomous Category (Demographic Questions)

Intergroup Correlation

One major feature of the research design was the comparison of the responses between Reserve Officer Training Corps and United States Air Force Academy cadets. Each group offers unique characteristics that are worthwhile to compare.

The United States Air Force Academy offers a four-year program designed to provide knowledge and character essential for leadership and the motivation to serve as Air Force career officers. Each cadet graduates with a Bachelor of Science degree and a commission as a second lieutenant in the Air Force. The cadets are competitively selected to attend and are required to live in campus dormitories the entire length of the four-year program. Additionally, cadets are not allowed to be married, have dependents or maintain

any type of employment. Tuition, housing, meals and a monthly stipend are provided for all cadets.

The Reserve Officer Training Corps recruits, educates and commissions officer candidates through college and university campus programs. Two routes to an Air Force commission are available through either a four-year or a two-year program. Cadets enroll in Air Force ROTC classes at the same time and in the same manner as other college courses. ROTC courses normally receive academic credit as part of a student's electives. ROTC cadets can be married, have children, and can maintain civilian employment. There is variability in the percentage of ROTC cadets who may be on scholarship and receiving monthly stipends. The variability is due to different ROTC detachment allocations of scholarships and of slots (pilot, navigator, technical, nontechnical, medical, etc).

Instrument

The instrument of a research project is the device that is used to collect the data associated with the hypotheses and the enabling research questions. The assessment of individual perceptions and expectations can be gathered in a number of ways, including surveys, field studies, field experiments and laboratory experiments. For this study, a direct administration survey study was utilized. This technique, as described by Fraenkel and Wallen (1996), is utilized when the researcher has access to most of the selected sample and the survey is "administered to all members of the group at the same time and usually in the same place" (p. 371). Furthermore, direct administration was selected for three reasons: 1) it usually results in a high response rate, 2) a low cost factor, and 3) the

opportunity for the researcher to clarify any questions the subjects may encounter (Fraenkel & Wallen, 1996).

An existing multipart survey was utilized for this study. The survey, titled The Career Issues Survey (Appendix A), is an existing instrument that was developed and tested by Covin and Brush (1993). The instrument language was slightly modified to fit the cadet population and context. Covin and Brush's research was very similar to this study in that they investigated and compared the perceptions of specific work-family issues between college students and Human Resource professionals. They developed questions that represent a variety of issues relevant to work-family balance and are based on literature focusing on important work and family issues faced by individuals in the work force.

The original survey contained 113 Likert-scaled questions along with separate questions related to demographics. Results of Covin and Brush's work were published in the Journals of Group and Organization Management and Sex Roles. The survey (Appendix A) contains 109 Likert scaled items that align with the five dependent variables (Table 8) and 11 categorical questions. Question 110 identified the independent variable of gender while the researcher marked the survey USAFA or ROTC. Questions 56-109 were used to gather opportunistic data for potential further research.

Instrumentation

The instrumentation of a research project is the process by which data is collected. It answers the where, who, when and how. Subjects for this study were drawn from a population of senior class undergraduate students preparing to enter the Air Force upon graduation. The subjects were selected from cadets at the United States Air Force Academy and the Reserve Officer Training Corps at Colorado State University,

University of Wyoming at Laramie and the University of Colorado at Boulder. While individual characteristics varied, the only restriction on participation in the study was that the cadet participant be a senior and planning to enter the active duty Air Force upon graduation. An undergirding premise for election of this group was that these cadets were more likely to be thinking about upcoming work and family balancing issues.

Perhaps the most significant variation in the research was the characteristics of the subjects. Due to the composition of the sample, a sampling method of stratified random (with different proportions) will be utilized. This strategy allowed for subgroups of interest in a population to be identified and represented in the random sampling (Gliner & Morgan, 2000). A subgroup of interest in this particular study is gender. Table 10 depicts the number of males and females in each accessible population and the recommended sample size using an “80/20 split” for the USAFA sample.

Based on the figures presented in Table 10 the following sample size determination was made. The guidelines for selecting a sample size are presented by Salant and Dillman (1994). They recommend two types of population splits. The first is a “50-50 split” that is utilized when the population is relatively varied. The second type is an “80-20 split” to be used when the population has most of the same characteristics. For this study, an “80-20 split” was calculated based on the homogenous characteristics of United States Air Force Academy cadets. For the ROTC sample, because of its small numbers, 100 percent of the population will be sampled.

Table 10

Senior Male and Female Air Force Cadets: United States Air Force Academy, Colorado State University and the University of Colorado at Boulder

	Males	Females	Required N
United States Air Force Academy	743	155	185/71*
Colorado State University ROTC	20	6	20/6
University of Colorado ROTC	19	9	19/9
University of Wyoming ROTC	11	3	11/3

* $p < .05$ @ 95% confidence level (Salant & Dillman, 1994)

Ethical requirements limited the research to the use of volunteers as subjects. Human subjects' approval was obtained from both the Colorado State University Human Research Committee and the United States Air Force Academy Institutional Review Board. Respondents were not asked any questions that later could identify them. Each survey was numbered coded to identify university type. Additionally, the subjects were required to provide informed consent that will be maintained separately from the completed surveys.

Data for the study was collected over a period of five weeks in November and early December 2000. Data was collected during the weekdays. Three Air Force ROTC units located at Colorado State University, the University of Colorado at Boulder, and the University of Wyoming at Laramie and the Air Force Academy agreed to participate in the study. Cadets were given the surveys during classes and asked to either complete

them prior to the start of the class or at the end of class. The researcher will be the only person who will be administering the survey. Every effort was made to remove any type of authority figure from the setting (i.e. instructor). The instrument took approximately 15 minutes to complete (the researcher pilot tested the instrument on several people to determine this timeframe).

Data Processing and Analysis

A Multiple Analysis of Variance (MANOVA) was used as it allowed for the comparison between groups with more than one dependent variable. A MANOVA (Gliner & Morgan, 2000) is best utilized when multiple dependent variables are related in the research design. The multiple dependent variables for this study were: 1) Attitudes Toward Parental Responsibility for Child Care, 2) Government or Employer Work-Family Policy Responsibilities, 3) Career Commitment, 4) Impact of Children on Achievement Orientation and, 5) Desire to Work. Gilner and Morgan (2000) go on to explain how the MANOVA allows for the combination of several dependent variables in such a way that a new variable (linear composite) is created.

Following the data analysis, the multivariate F tests provided by the MANOVA allowed the researcher to determine if the groups (USAFA vs. ROTC) differ in respect to the new composite variable. Statistical significance for the study is determined to be α .01. This level is based on Gilner and Morgan's (2000) recommendation of dividing the significance level (.05) by the number of dependent variables (5) to protect against wrongly rejecting a true null hypothesis (a type 1 error). The null hypothesis for this study was that there are no statistical significant differences between the sample of ROTC cadets and the cadets from the Air Force Academy. Lastly, the researcher utilized

SPSS 7.5 for Windows. This software program is a tool for data entry, analysis and interpretation

Methodological Assumptions

The following methodological assumptions are presented that potentially impacted the design and outcome of the research project:

- It is assumed that the sample group was a relatively homogenous group. They were all cadets completing their senior year of undergraduate studies. Upon college graduation all will be commissioned officers in the United States Air Force. Both groups have had some exposure to the Air Force ranging from officer training camps, base visits, to regular interaction with active duty officers.
- It is assumed that researcher bias is minimal and the statistical analysis utilized replaced any subjective interpretation.
- It is assumed, based on the literature review, that this is the first study that examined this specific population. The research was an exploratory study that attempted to ascertain the expectations of new Air Force officers as they begin their military career.

Limitations

It is important to consider and discuss the possible limitations that may influence the accuracy of this research. If policy and program changes are made based on research outcomes, it is imperative that the study be conducted with minimal error. Realistically, error may be evident in most empirical studies. It is incumbent upon the researcher to identify the potential causes of error so that interpreters of the research are well informed.

The following topics are areas identified by most educators of research that warrant consideration in any research endeavor.

External Validity

External validity describes the merit of the study. It measures the ability of the research findings to generalize to the population associated with the research prediction(s) and question(s). Findings with high external validity would be applicable to groups and environments different from those of the study. The population that this research attempted to generalize to was the Air Force officer population (population generalizability). In addition, it may be possible to postulate ecological generalizability to members of the workforce at large. A major limitation to the external validity of this study was in the convenience sample (a non-probability sample) in particular to the ROTC cadets. The ROTC cadets sampled were located at Colorado State University, University of Wyoming at Laramie and the University of Colorado at Boulder – a sample that misses cadets at other ROTC detachments nationwide.

Internal Validity

Interval validity refers to the ability of the researcher to infer that a relationship is causal. A concern of this study was that of controlling extraneous experiences and environment variables. The sociodemographic portion of the survey attempted to account for some of the extraneous variables but cannot fully account for all individual differences.

Instrument Reliability and Validity

Instrument reliability assesses the capability of the dependent variable(s) measuring tool(s). Reliability describes the accuracy of a measuring instrument. Reliability implies stability and predictability as well as low measurement error. It is the responsibility of the

researcher to examine the instrumentation, data analysis, and instrument to determine the possible error in measuring the variables of the research.

Instrument validity is the correlation between the construct of interest and the variables being measured. The result of a measure must be characteristic of that which is being measured. There are several avenues to obtain validity: face validity, content validity and criterion validity (Gilner and Morgan, 2000). For the purpose of this study, validity of the Career Issues Survey (the survey instrument) was examined. The researcher has taken the following steps to examine the instrument reliability and validity of the research: 1) basis of survey construction, 2) utilized and accepted (data) in juried publications and, 3) the recommendation of utilizing various instruments to measure the similar variables.

As stated previously, Covin and Brush (1993) developed the Career Issues Survey. In developing the instrument, the designers overlapped from several other similar survey instruments (Covin & Brush, 1991). The Career Issues Survey has been utilized twice and the results published in two peer-reviewed journals. The two research events in which the survey was used surveyed undergraduate, graduate and Human Resource professionals (N= 709). Prior to use the instrument was piloted tested and revised based on results. Based on this analysis, the validity of the instrument was examined using face validity. As previously discussed a factor analysis was performed on the survey questions and five factors emerged that fit the hypotheses and enabling research questions of this study. Additionally, Cronbach and Meehl reported, "one can be particularly confident that conclusions relating to a particular topic are valid when different methods and measures yield similar results" (Covin & Brush, 1991, p.398).

In summary, the research method included the following five steps and processes:

1. Variable identification based on the hypotheses and enabling research questions

2. Identification of the population to be sampled
3. Instrument construction/validation
4. Instrumentation design
5. Data processing and analysis

CHAPTER 4: RESULTS

The study was designed to provide insight into work-family issues and how Air Force cadets preparing to enter active duty perceive these issues. A survey was utilized to gather data pertaining to five dependent variables (attitudes toward parental responsibility for childcare, government or employer work-family policy responsibilities, career commitment, the impact of children on achievement orientation, and the desire to work). These variables were then analyzed for their relationship with the two independent variables of gender and commissioning source.

Method

The responses between Reserve Officer Training Corps (ROTC) and United States Air Force Academy (USAFA) cadets regarding attitudes toward various work and family issues were compared. Comparisons were also made between genders. Three research questions and two hypotheses guided the research effort. They were:

1. Research Question 1: What are the perceptions of incoming Air Force officers regarding work-family balance issues, and what are their attitudes toward work, family, and gender roles?
2. Research Question 2: What attitudes will influence the area of convergence and align with one or more of the axes (gender distribution, reconfiguring the private and public spheres and/or redistributing entitlements between employers and employees)?
3. Research Question 3: What are the sociodemographic variables associated with new entrants' resistance or willingness to align with one or more of the axes?
4. Hypothesis 1: There will be a difference between the two groups sampled (USAFA versus ROTC) and the findings of Covin and Brush (1993) relative to: 1) attitudes toward

parental responsibility for child care, 2) government or employer work-family policy responsibilities, 3) career commitment, 4) the impact of children on achievement orientation, and 5) the desire to work.

5. Hypothesis 2: There will be a within and between group difference (based on gender) relative to: 1) attitudes toward parental responsibility for childcare, 2) government or employer work-family policy responsibilities, 3) career commitment, 4) the impact of children on achievement orientation, and 5) the desire to work.

Sample

The sample was 337 cadets who will be entering the active duty Air Force within the next year. The sample consisted of 270 United States Air Force Academy cadets and 67 Reserve Officer Training Corps cadets enrolled at universities in Colorado and Wyoming. A 100 percent sample was obtained from ROTC detachments at the University of Colorado, Boulder, the University of Wyoming, at Laramie, and Colorado State University, which also integrates cadets from the University of Northern Colorado. For the USAFA sample the minimum requirements of an "80-20 split" (discussed in Chapter 3) were met. Eighty-eight of the participants were female and 249 were male.

The average age of the respondents was between 21 and 22 years old. The majority of the sample had mothers with some college or trade school education that worked either full or part time while the cadet had lived at home. The majority of the fathers of the sample population had a college degree. Of the ROTC population, nine were married with the majority having a spouse that had some college or trade school education that worked full-time. Of the nine married cadets, six had children.

More detailed demographic data are presented in the discussion of research question three.

Procedure

The Career Issues Survey (Covin & Brush, 1991) was utilized and slightly altered to fit the Air Force population. An example of an alteration is the statement: "Companies should give women several months of paid leave following the birth of a child" was changed to "The Air Force should give women several months of paid leave following the birth of a child." The Career Issues Survey was divided into four sections. The first three sections contained Likert-scaled items while the fourth section included biographical data using a multiple-choice format. For this study, the data from the first and fourth sections were analyzed.

The survey was administered to all the cadets. Cadets completed the surveys in a classroom and the researcher was present throughout the survey completion to answer questions. The Reserve Officer Training Corps cadets were sampled by attending Aerospace Studies classes in which senior cadets were present. Of the 348 surveys administered, 11 were unusable.

Data Analysis

To assess for "dimensionality and commonality" (Covin & Brush, 1993, p. 36) among the 55 Likert-scaled items, a factor analysis was done. Additionally, a correlation among the final factor solution was tested. Once the researcher was comfortable with the reliability of the factors derived, a two-way Multiple Analysis of Variance (MANOVA) was used to test for interactions between the two independent variables (commissioning source and gender). The MANOVA was followed by computing various one-way

Analysis of Variance (ANOVA) tests to examine factors that demonstrated a significant difference.

Factor Analysis

The first step in the data analysis was to identify the factors present in the survey data. This was accomplished using a factor analysis. Fraenkel and Wallen (1996) describe factor analysis as “a technique that allows the researcher to determine if many variables can be described by a few factors...the technique essentially involves a search for clusters of variables, all of which are correlated with each other” (p.314). This method allows the data collected from the survey to be reduced to a smaller number of factors.

Covin and Brush (1991) first used their survey on undergraduate and graduate students enrolled in business courses. They found a seven-factor solution, based on factor loadings greater than .4. Their factors were:

1. Government/employer work-family policy responsibilities
2. Parental responsibility for childcare
3. Nonwork issues as limits of work effectiveness
4. Traditionally defined sex roles
5. Family Importance
6. Work Commitment
7. Gender preference for a manager

Covin and Brush's second study in 1993, utilizing the Career Issues Survey, involved the same sample of students but incorporated a comparison group of human resource professionals. Using the same factor analysis, except changing the factor loading criteria from .4 to .5, they found a five-factor solution. They were:

1. Attitudes Toward Parental Responsibility for Child Care
2. Government or Employer Work-Family Policy Responsibilities
3. Career Commitment
4. Impact of Children on Achievement Orientation
5. Desire to Work

Based on Covin and Brush's two models from their 1991 and 1993 studies, a similar analysis model was developed. A factor analysis was done using principal component factoring and a varimax rotation using the first 55 questions of the survey. A five-factor solution was decided upon. Factor analysis was conducted with limitations beyond five (7 and 16) and significant data was not identified. Five factor loadings above .5 were identified and retained (see Appendix B). The resulting factors of the current study are incorporated into Appendix C.

A triangulation matrix was utilized to establish the reliability for the five-factor solution retained. The elements were: 1) Covin & Brush's 1991 results examining college students, 2) Covin and Brush's 1993 results examining college students and Human Resource professionals, and 3) the data obtained from this study. Appendix C depicts the results of the triangulation process utilizing Covin and Brush's factor analysis from their 1991 and 1993 study of the Career Issues Survey.

Analyzing the final solution from the current research and comparing the results with two different studies allowed the researcher to confirm the factors and maintain factor solutions from Covin and Brush's 1993 study. The bold numbers in Appendix C highlight a match between studies.

Factor 1.

Factor 1 from the USAFA/ROTC study was a fair match to the previous studies. The label given to this factor varied from the research in 1991 (Nonwork Issues as Limits of Work Effectiveness) to 1993 (Career Commitment). After analyzing the factor loadings and the descriptors present in each question, it was decided to retain questions 20, and 22 through 28. The remaining questions (29, 31, 37 and 38) were not included because the descriptors of these questions are more closely related to gender issues than work effectiveness and/or career commitment (see italics in Appendix C). Additionally, some of the factor loadings were not above .5 from previous studies. Factor 1 was similar in 27 of 36 cases for a 75 percent match. Factor 1 is identified as: *Career Commitment*.

Factor Two.

The triangulation results for the current study's Factor 2 did very well. The descriptors of the factors in the 1991 and 1993 retained the same language. Factor 2 matched in 23 of 24 cases for a 96 percent match. Factor 2 is identified as: *Government or Employer Work-Family Policy Responsibilities*.

Factor Three.

Similarly, the USAFA/ROTC study Factor 3 also aligned well with the previous studies. Although wording of the factors varied from earlier research (Parent Responsibility for Childcare in 1991 versus Attitudes Toward Parental Responsibility for Childcare in the 1993 study) the meanings are similar. Factor 3 matched in 20 of 21 cases for a 95 percent match. Factor 3 is identified as: *Attitudes Toward Parental Responsibility for Child Care*.

Factor Four.

Factor 4 from the current study was a fair match to the previous studies. Again, factor labels varied from Work Commitment in 1991 to Desire to Work in the 1993 study. Additionally, the current research identified two further questions to be included in this particular factor (questions 44 and 45). These two questions are related to an individual's desire to work. Factor 4 matched in 6 out of 8 cases for a 75 percent match. Factor 4 is identified as: *Desire to Work*.

Factor Five.

The fifth factor had a perfect match. The labeling of the factors varied in the previous studies from Family Importance in 1991 to Impact of Children on Achievement Orientation for the 1993 study. Factor 5 matched in 6 out of 6 cases for a 100 percent match. Factor 5 is identified as: *Impact of Children on Achievement Orientation*.

Lastly, a test for correlation amongst the five factors was accomplished. The purpose was to verify whether a relationship existed among any of the five factors. In order to accomplish an accurate correlation analyses each question that was retained in the five-factor solution (factor loading of .5 or higher) was given a value of 1 while questions not retained (factor loading of .499 or lower) were given a value of zero. Factor loadings for each question is presented in Appendix B. Using SPSS 9.0 for Windows, a Pearson product-moment coefficient (r) was calculated and the results are listed in Table 16. Correlation coefficients revealed no significant correlation between the five-factors.

Table 11

Correlations Among the Five-Factors

	FACTOR 1	FACTOR 2	FACTOR 3	FACTOR 4	FACTOR 5
Factor 1: Career Commitment	1.000	-.218	-.202	-.148	-.103
Factor 2: Government or Employer Work-Family Policy Responsibilities		1.000	-.158	-.116	-.080
Factor 3: Attitudes Toward Parental Responsibility for Childcare			1.000	-.107	-.074
Factor 4: Desire to Work				1.000	-.054
Factor 5: Impact of Children on Achievement Orientation					1.000

N=55 (number of questions)
No significance at $p < .05$

After the verification and establishment of the five-factors was completed, several statistics were utilized to test the five-factors (the dependent variables) against the two independent variables (gender and source of commission). The next section discusses the results of these analyses.

Analysis for Research Questions and Hypotheses

The research questions and hypotheses suggest that source of commission and gender will relate to perceptions of work-family issues. A two-way Multivariate Analysis of Variance (MANOVA) was used to test for main effects of the population groups (United States Air Force Academy cadets versus Reserve Officer Training Corps cadets, and men versus women) on the five work-family issue factors.

The MANOVA indicated there are significant main effects for both gender (Wilks's $\lambda = .89$, $F = 8.2$, $df = 5/329$, $p = .000$) and commissioning source (Wilks's $\lambda = .92$, $F = 6.13$, $df = 5/329$, $p = .000$). The MANOVA also indicated no significant interactions between commissioning source and gender (Wilks's $\lambda = .98$, $F = 1.12$, $df = 5/329$, $p = .35$). Based on these results univariate Analysis of Variance (ANOVA)

tests were done to identify the specific dependent variables (five work-family issue factors) on which men differed from women and USAFA cadets differed from ROTC cadets.

The univariate tests for the influence of commissioning source and gender were significant ($p < .05$) for three of the five work-family issue factors. The three significant work-family issues are Career Commitment, Government/Employer Work-Family Policy Responsibility, and Attitudes Toward Parental Responsibility for Childcare. The two factors that did not have a significant difference were Desire to Work and Impact of Children on Achievement Orientation. The following tables and discussion provide a further analysis that examines specific factors and their findings. Two ANOVA tables and two tables depicting the means are presented for gender and commissioning source. A discussion of responses to each factor follows.

Table 12

ANOVA Table for Male and Female Respondents

Dependent Variable	Source of Variation	Sum of Squares	df	Mean Square	F	Sig.
Factor 1 Career Commitment	Between Groups	30.944	1	30.944	33.981	.000*
	Within Groups	305.056	335	.911		
	Total	336.000	336			
Factor 2 Govt/Emp Work-Family Policy Responsibilities	Between Groups	5.337	1	5.337	5.407	.021*
	Within Groups	330.663	335	.987		
	Total	336.000	336			
Factor 3 Attitudes Toward Parental Responsibility for Childcare	Between Groups	5.416	1	5.416	5.489	.020*
	Within Groups	330.584	335	.987		
	Total	336.000	336			
Factor 4 Desire to Work	Between Groups	.541	1	.541	.541	.463
	Within Groups	335.459	335	1.001		
	Total	336.000	336			
Factor 5 Impact of Children on Achievement Orientation	Between Groups	.158	1	.158	.157	.692
	Within Groups	335.842	335	1.003		
	Total	336.000	336			

Note: p<. 05

Table 13

ANOVA Table for USAFA and ROTC Respondents

Dependent Variable	Source of Variation	Sum of Squares	df	Mean Square	F	Sig.
Factor 1 Career Commitment	Between Groups	8.973	1	8.973	9.19	.003*
	Within Groups	327.027	335	.976		
	Total	336.000	336			
Factor 2 Govt/Emp Work-Family Policy Responsibilities	Between Groups	8.201	1	8.201	8.38	.004*
	Within Groups	327.799	335	.979		
	Total	336.000	336			
Factor 3 Attitudes Toward Parental Responsibility for Childcare	Between Groups	3.694	1	3.694	3.72	.054
	Within Groups	332.306	335	.992		
	Total	336.000	336			
Factor 4 Desire to Work	Between Groups	1.652	1	1.652	1.66	.199
	Within Groups	334.348	335	.998		
	Total	336.000	336			
Factor 5 Impact of Children on Achievement Orientation	Between Groups	.585	1	.585	.59	.445
	Within Groups	335.415	335	1.001		
	Total	336.000	336			

Note: p<. 05

Table 14

Mean Factor Scores of Male and Female Respondents

Factor	Men (n = 249)	Women (n = 88)
Factor 1 Career Commitment	Mean = 2.42	Mean = 1.98
Factor 2 Govt/Emp Work-Family Policy Responsibilities	Mean = 3.60	Mean = 3.88
Factor 3 Attitudes Toward Parental Responsibility for Childcare	Mean = 2.90	Mean = 2.51
Factor 4 Desire to Work	Mean = 2.87	Mean = 2.78
Factor 5 Impact of Children on Achievement Orientation	Mean = 3.01	Mean = 2.92

Legend of Likert Scale: 1: I strongly disagree with this statement. 2: I somewhat disagree with this statement. 3: I have no opinion regarding this statement. 4: I somewhat agree with this statement. 5: I strongly agree with this statement.

Table 15

Mean Factor Scores of USAFA and ROTC Respondents

Factor	ROTC (n = 67)	USAFA (n = 275)
Factor 1 Career Commitment	Mean = 2.09	Mean = 2.36
Factor 2 Govt/Emp Work-Family Policy Responsibilities	Mean = 3.51	Mean = 3.72
Factor 3 Attitudes Toward Parental Responsibility for Childcare	Mean = 2.64	Mean = 2.83
Factor 4 Desire to Work	Mean = 2.75	Mean = 2.87
Factor 5 Impact of Children on Achievement Orientation	Mean = 2.94	Mean = 3.00

Legend of Likert Scale: 1: I strongly disagree with this statement. 2: I somewhat disagree with this statement. 3: I have no opinion regarding this statement. 4: I somewhat agree with this statement. 5: I strongly agree with this statement.

Factor One.

Factor 1 (Career Commitment) contained questions directed at “the degree of commitment women have to their careers as compared with men. A high score on this scale indicates agreement with statements suggesting career commitment (primarily for women) is negatively affected by nonwork issues” (Covin & Brush, 1993, p.40). Overall, the research showed that both males and females do not think that nonwork issues interfere with a woman’s commitment to her career. Women indicated a stronger opinion that nonwork issues would not interfere with career commitment, $F(1,335)=33.98, p=.000$. Both ROTC and USAFA samples agreed that nonwork issues would minimally interfere with a woman’s career commitment, with the ROTC sample having a stronger agreement, $F(1,335)=9.19, p=.003$. Significant differences were found for the male cadets and the USAFA population tending to agree with lower career commitment for women than men.

Factor Two.

Factor 2 (Government and Employer Work-Family Policy Responsibilities) consisted of questions relating to the role that government and employers should have in providing assistance to employees with families. A high score would indicate that employees expect their employer to provide benefits and policies that would aid them with family issues. Factor 2 had the highest mean of all the factors. The women scored higher than the men did while the USAFA sample scored higher than the ROTC sample. Significant differences existed for these groups with men, $F(1,335)=5.41, p=.021$. The USAFA sample disagreed more with the requirement of government/employers to provide work-family policies, $F(1,335)=8.38, p=.004$.

Factor Three.

Factor 3 (Attitudes Toward Parental Responsibility for Childcare) contained questions that identified where childcare responsibilities should be placed. "The items focus on the degree to which parents should assume total responsibility for children without concern for career- and work-related matters" (Covin & Brush, 1993, p. 40). A high score would assume that responsibility for childcare would align with traditional parental roles (i.e. a parent should provide full-time care for their child (ren)). The analysis showed that males are more inclined toward these traditional themes than females, $F(1,335)=5.49, p=.020$. The significance level between USAFA and ROTC was at the threshold of $p<.05$. It was determined to not count this as a significant difference. However, a finding so close warrants further research.

Factor Four.

Factor 4 (Desire to Work) is related to the desire of the individual to work. A high score would identify a desire to not work. Both samples of men /women and ROTC/USAFA cadets indicated an average desire to work and there was not a significant difference between the groups.

Factor Five.

Factor 5 (Impact of Children on Achievement Orientation) indicates the change of commitment level to work after the birth of a child. A high score would indicate an increase in achievement orientation after having a child. The groups were not significantly different on this factor.

Interpretation

Interpretation of the findings from the data can help answer both the research questions proposed and the hypotheses formulated. The first research question asked:

1. What are the perceptions of incoming Air Force officers regarding work-life balance issues, and what are their attitudes toward work, family, and gender roles in each sphere?

All samples indicated a preference for employer assistance regarding family issues. Women felt stronger about nonwork issues not having a negative impact on work commitment than males. In general, males had a stronger agreement with more traditionally defined parenting styles. The differences of commissioning sources indicated that USAFA cadets agreed with lower work commitment levels of women and more traditional parenting styles than the ROTC sample.

The second research question asked:

2. What determining attitudes will influence the area of convergence and align with one or more of the axes (gender distribution, reconfiguring the private and public spheres and/or redistributing entitlements between employers and employees)?

The research found that incoming Air Force officers expect their employer to provide assistance with childcare related issues. Furthermore, females have the highest expectation for these benefits with USAFA officers having the second highest expectation. Secondly, responses from women suggested a bias against strictly defined childcare roles. Men and the USAFA sample felt more strongly towards one person staying at home to care for children.

The last research question was:

3. What are the sociodemographic variables associated with new entrants' resistance or willingness to align with one or more of the axes?

It can be assumed from the data that cadets planning to enter the workforce are expecting some type of assistance from their employer with issues related to work and family. An interesting demographic finding was that the majority of mothers of the cadets had worked either full or part-time while the cadet had lived at home. Additionally, all of the spouses of the ROTC cadets had jobs. This is an indicator that issues of work-family balance had been present during their formative years in which both of their parents worked.

More specifically, these findings provide partial support for the hypotheses presented for this study.

H1: There will be a difference between the two groups sampled (USAFA versus ROTC) and the previous results of Covin and Brush (1993) relative to: 1) attitudes toward parental responsibility for child care, 2) government or employer work-family policy responsibilities, 3) career commitment, 4) the impact of children on achievement orientation, and 5) the desire to work.

Hypothesis 1 is partially rejected because there were no significant differences between the results of the current study and those of Covin and Brush's 1993 study. Triangulation results demonstrated alignment between the five-factor work-family issues. A difference that existed between commissioning sources was with the Government or Employer Work-Family Policy Responsibilities factor. USAFA cadets felt a stronger desire to have such benefits compared to the ROTC sample. As a result of the data a

hypothesis that best reflects the outcome would only predict the differences between samples. The data is consistent with the data found in the previous research. The data supports a revised hypothesis that states: "There will be a difference between the two groups sampled (USAFA versus ROTC) relative to: 1) attitudes toward parental responsibility for child care, 2) government or employer work-family policy responsibilities, 3) career commitment, 4) the impact of children on achievement orientation, and 5) the desire to work."

H2: There will be a within and between group difference (based on gender) relative to: 1) attitudes toward parental responsibility for childcare, 2) government or employer work-family policy responsibilities, 3) career commitment, 4) the impact of children on achievement orientation, and 5) the desire to work.

The first three factors (Career Commitment, Government or Employer Work-Family Policy Responsibilities, and Attitudes Toward Parental Responsibility for Childcare) did demonstrate significant differences in male versus female. The requirement of employers providing benefits and policies had the highest mean out of all the factors, with women indicating a stronger desire for these programs than men. A major difference across gender was with the issue of Attitudes Toward Parental Responsibility for Childcare. Men aligned more with traditional parental roles (one parenting staying home to care for the children) than women. The exception to these gender differences occurs in the factors of Desire to Work and Impact of Children on Achievement Orientation. There was no significant difference for these factors between men and women.

CHAPTER 5: CONCLUSION

A major objective of this research has been to ascertain work and family attitudes of incoming officers into the active Air Force. The efforts have resulted in data that can help assist with recruiting, retention and education. Additionally, the data begins to lay the foundations for future development of a work-family model.

Toward this goal the research yielded results that indicate that incoming Air Force officers have expectations of their employer to help address work-family balance issues. Furthermore, the research indicates some gender differences regarding parental role expectation and government or employer work-family policy responsibilities. The chapter summarizes the research conducted/reviewed, conclusions of the research, potential applications, research limitations and recommendations for future research.

The Research

The study represents a culmination of four bodies of research. The first research was an exhaustive literature review of the field of work and family. The second and third sources of research came from two separate studies done in 1991 and 1993 that examined attitudes towards work and family issues. Lastly, new data gathered from this study was introduced and compared to the first three research sources.

Literature Review

The literature review addressed the transformation of the family from a historical perspective and from an analysis of trends. The review revealed that a variety of family patterns have emerged because of fewer male breadwinners, more women in the workforce, changing work patterns among women, and a variety of familial influences that characterize our individuality – all impacting the sphere of work.

The literature also discussed the impact of family on work, and vice versa, and the resulting workplace solutions aimed to ease and aid the balance of work-family issues. Evidence indicates that many positive outcomes can be realized from offering appropriate work-family policies. The benefits include: 1) enhanced work and family experiences of the employees, 2) simplification of employees' lives, 3) an avenue to provide rewards for employees staying loyal to the organization, and 4) creating a sense of belonging to the corporate community. Therefore, it is vital to the organization that work-family policies be developed.

The scope of the literature study was also tailored to Air Force issues that will impact cadets entering active duty as officers within the next year. The literature review presented current Air Force work-family programs and how the unique mission of the Air Force makes offering such programs a challenge. Additionally, the Air Force must compete for its human resources with a civilian economy that oftentimes pays better wages and can offer more desirable work-family benefits. The combination of these factors delivers a difficult task for the Air Force to recruit and retain quality personnel.

Covin and Brush's Research

The second and third sources of research examined empirical data that was obtained from two separate studies done by the same researchers. The researchers, Covin and Brush, developed the Career Issues Survey that assesses attitudes of work-family issues. Their first study, in 1991, investigated the work and family attitudes of 240 undergraduate and graduate students enrolled in business courses. The findings of their study revealed gender differences in factors such as employer and government support

for child care, parental responsibility, traditionally defined sex roles, and the impact of nonwork issues on work effectiveness (Covin & Brush, 1991).

Their second study in 1993 utilized the same Career Issues Survey and this time, work and family attitudes of the students were compared to 229 human resource professionals. The findings indicated significant differences between the two groups as well as gender differences. The verbiage of the factors had changed from the first study, yet the findings were similar to the 1991 findings. The factors that presented significant findings were 1) Employer and Government Support for Childcare, 2) Parental Responsibility, 3) Work Commitment, and 4) Impact of Children on Achievement Orientation.

The common theme of both studies was that participants were in agreement regarding the importance of work and family. Also, both men and women agree that their employer/government should be proactive in providing benefits that help balance work-family issues. The studies also concluded that men have a stronger agreement with traditionally defined parenting roles. Covin and Brush concluded that employers develop profamily policies and invite a dialogue that would foster a better understanding of the varying expectations and needs of all employees (Covin & Brush, 1993).

Air Force Study

The current study focused on using the same survey as the two previous studies discussed – the Career Issues Survey. The research involved 275 United States Air Force Academy cadets and 68 Reserve Officer Training Corps cadets who will be entering the active duty Air Force within the next year. The first finding of the study was accomplished by employing a factor analysis on the survey data. The factor analysis revealed striking similarities to factor analyses conducted in the previous two studies.

This finding added to the reliability of the Career Issues Survey factor solutions, thereby, adding to the reliability of the survey instrument.

The second major finding was presented in the statistically significant differences between gender and commissioning source on certain factors. Both ROTC and USAFA samples indicated a preference for employer assistance regarding family issues. The USAFA sample scored higher in their expectation of employers to offer work-family policies than ROTC. Furthermore, USAFA cadets were more strongly aligned with traditional parenting styles and they also felt women have lower work commitment levels when compared to ROTC responses.

The gender differences indicated that females had the highest expectation for their employers to provide benefits. Women also felt more strongly that family issues do not have a negative impact on work commitment when compared to males' attitudes. An interesting finding was that sampled males, generally, aligned their work-family opinions with more traditionally defined parenting styles.

Analyzing the means presented by the data supports the conclusions of the research. Table 16 shows the means for each of the factors. The strongest agreement ratings went to the second factor - Government or Employer Work-Family Policy Responsibilities. Most cadets agree that the Air Force should help members manage work and family issues. Gender differences were also noted for the third factor - Attitudes Toward Parental Responsibility for Child Care. As previously discussed, male cadets were more aligned with traditional parenting roles. The fourth (Desire to Work) and fifth (Impact of Children on Achievement Orientation) factors tended to be closer to neutral opinions.

Table 16

Summary of Mean Factor Scores

Work-Family Factor	Males	Females	ROTC	USAFA
Career Commitment	2.42	1.97	2.09	2.36
Government or Employer Work-Family Policy	3.60	3.88	3.51	3.72
Attitudes Toward Parental Responsibility for Childcare	2.90	2.51	2.64	2.83
Desire to Work	2.87	2.78	2.75	2.87
Impact of Children on Achievement Orientation	3.02	2.92	2.94	3.00

Demographic data supported the trend that the presence of mothers in the workforce has increased. The majority of respondents had mothers who have worked either full or part-time while the cadet lived at home. It is interesting to note that with such a large maternal presence in the workforce, the sons of these working mothers are still more aligned with traditional parenting roles than the female population.

Research Conclusions

Three major conclusions are presented from the results of this study. The first conclusion is that empirical data from the 1991, 1993 and the current study are consistent. The empirical data from all three studies were factor analyzed and compared utilizing a triangulation matrix. Although verbiage changed for some factors between the 1991 and 1993 studies, the meanings were still similar. The consistency of empirical data among the three research efforts supports a five factor solution for the Career Issues Survey to include: 1) Career Commitment, 2) Government or Employer Work-Family Policy

Responsibilities, 3) Attitudes Toward Parental Responsibility for Child Care, 4) Desire to Work, and 5) Impact of Children on Achievement Orientation.

This conclusion is derived from the first hypothesis presented that predicted that there would be a difference between the current study and Covin and Brush's 1991 and 1993 study. The data from all three studies were examined using triangulation and a test for correlation. Overall the factor solutions from all three studies were similar.

The second major conclusion links the current research to work-family theories. The two work-family theories discussed in Chapter 2 included spillover theory, compensatory theory and the phenomenon of the second shift. Spillover theory proposes that aspects of one's job satisfaction tend to influence an employee's satisfaction with life in general. Meanwhile, the compensatory model demonstrates that dissatisfaction at work or home will cause dissatisfaction with the other. The literature review of this study resulted in a summary of solutions that the workplace has initiated (see Table 6). This is in response to the theory that work issues will spillover to family and vice versa. These solutions also aim to decrease the problems presented by balancing work and family, therefore, potentially increasing worker satisfaction (compensatory model). Additionally, the empirical evidence of this research points to a workforce that is interested in work-family issues.

The phenomenon of the second shift was also revealed in the literature review and presented itself in the research. The second shift describes how typically the working mother becomes engaged in a disproportionately larger share of childcare responsibilities. The concept of the second shift was addressed in the second research question that asked: What determining attitudes will influence the area of convergence and align with one or

more of the axes (gender distribution, reconfiguring the private and public spheres and/or redistributing entitlements between employers and employees)? Specifically, second shift aligns with the axis of gender distribution. The data in this study that supports this phenomenon is the response of the male population to more traditionally defined parenting roles (2.90 for males and 2.51 for females).

The last major conclusion of this study incorporates the questions and predictions that guided the research effort. The three research questions served as the focus for the investigation of work-family attitudes of incoming Air Force officers. Following the establishment of the research questions two hypotheses were formulated. The two hypotheses provide a more specific prediction based on prior evidence.

The first research question asked: What are the perceptions of incoming Air Force officers regarding work-family balance issues, and what are their attitudes toward work, family, and gender roles in each sphere? The factors associated with question one included: 1) Career Commitment, 2) Attitudes Toward Parental Responsibility for Child Care, 3) Desire to Work, and 4) Impact of Children on Achievement Orientation (see Table 18). The data revealed that most participants disagreed strongly with statements suggesting that work commitment is lower among women. Male participants aligned more with descriptors of traditionally defined parenting roles. Findings for the factors "Desire to Work" and "Impact of Children on Achievement Orientation" were not statistically significant.

The second research question was: What determining attitudes will influence the area of convergence and align with one or more of the axes (gender distribution, reconfiguring the private and public spheres and/or redistributing entitlements between employers and

employees)? The factors associated with research question two were 1) Government or Employer Work-Family Policy Responsibilities, and 2) Attitudes Toward Parental Responsibility for Childcare. The findings indicate that women expect more work-family benefits than men. The rationale for this finding can also be seen in data that supports the disagreement between men and women and traditionally defined child care roles. Males in this sample tend to believe that a parent should provide full-time care for children. Women tended to disagree with traditionally ways of parenting, therefore, requesting more assistance from employers.

The last research question asked: What are the sociodemographic variables associated with new entrants resistance or willingness to align with one or more of the axes? Of the demographic details discussed in Chapter 4, the most significant finding was that the majority of cadets came from homes in which their mothers had worked either full or part-time. This is supportive of the trends discussed in Chapter 2 in regards to the increase of the maternal workforce. It is interesting to note that men of these mothers are still aligned with traditional parenting roles in comparison to the women of the study.

More specifically, the first hypothesis stated: There will be a difference between the two groups sampled (USAFA versus ROTC) and the previous research (Covin & Brush, 1991) relative to: 1) Attitudes Toward Parental Responsibility for Child Care, 2) Government or Employer Work-Family Policy Responsibilities, 3) Career Commitment, 4) Impact of Children on Achievement Orientation, and 5) Desire to Work. The study did find differences between the USAFA sample and the ROTC sample. The differences were that USAFA cadets have a higher expectation of their employer to provide work-family benefits than the ROTC sample. As stated in Chapter 4, this hypothesis is partially

rejected because there were no differences found between the factor analysis conducted in the current study and previous research conducted by Covin and Brush (1991, 1993). The studies used the same survey (Career Issues Survey) yet sampled a different population. This finding presents a case for stronger reliability of the instrument.

The second hypothesis stated: There will be a within and between group difference (based on gender) relative to: 1) Attitudes Toward Parental Responsibility for Childcare, 2) Government or Employer Work-Family Policy Responsibilities, 3) Career Commitment, 4) Impact of Children on Achievement Orientation, and 5) Desire to Work. As discussed in Chapter 4, and in the research questions above, there were significant differences in responses between men and women. The major differences were in that males expect less in work-family benefits and more of traditional parenting roles than women.

Potential Research Applications

An important realization of this study is that human resources are the key to success in any human endeavor. A growing body of research advocates placing people at the heart of the business purpose and organizational strategy (Gratton, 2000). Developing strategies that recognize the “whole” person while at the same time honoring a unique Air Force mission can be challenging. Putnam (1992) is as bold to state that performance of the organization depends on how it resolves work – family problems. Paul Wieand of the Center for Advanced Emotional Intelligence advises that companies “obsess about” their “human architecture. (Wieand, 2001, p.25). This obsession is equally relevant to the Air Force. An employer’s inattentiveness to its’ human resources can potentially result in a major limiting factor.

This research confirmed that the human architecture of the Air Force desires work-family benefits. These employees, like others, are requesting a wider array of options while at the same time wanting to do what is best for the health and performance of the organization. To complicate this desire, no two jobs are alike and no two people are alike. Therefore, developing work-family policies that all Air Force members can agree on is added to the challenge. The challenge involves creating innovative and useful work-family benefits.

The study also demonstrates a need for a paradigm shift – a change in how work-family balance is perceived. The literature review highlighted the need for “changes in deeply rooted cultural beliefs and management practices” (Barnett, 1999, p. 156). The research indicated that women cadets are more sensitive to work-family issues and are more concerned about such benefits being available. Male cadets were also concerned with such benefits, yet still aligned with more traditional parenting roles. A paradigm shift might have the potential to get both men and women to view benefits and parenting roles equally. Creating a culture that respects issues present in both work and family may require that some traditional frameworks be rejected and new ones created.

An additional tool to help the Air Force deal with work – family issues is education. The educational arena is ripe with opportunity to introduce work-family issues. For example, this research, along with the 1991 and the 1993 study, demonstrated that males are still very aligned with traditional models of parenting. This does not match well with statistics presented in the literature review that reveals the increasing numbers of mothers in the workforce. Educational programs, in preparatory environments as well as work

environments, could be aimed at the equal sharing of household responsibilities between men and women.

The scope of this research was targeted to incoming Air Force officers. Therefore, practical applications are presented that are Air Force specific. Based on the research, I present ideas for the Air Force to consider when developing policies to assist employees with balancing between their professional and personal life.

1. Leave of Absence - as military members feel the pressures of balancing work and family concerns, benefits involving time off could be a potential asset for the member. Currently, several avenues of leave are available for active duty personnel, yet none have the type of flexibility a leave of absence offers. For example, if a member has a sick parent back home, they could take a leave of absence for up to a year that would allow the member to handle this need while their job security is maintained.

2. Local Needs Assessment – a local needs assessment is vital to help determine the work-family issues present at each duty station. Currently, many policies are offered at a service-wide level. Some of these programs are very successful, however, issues specific to each base should be addressed.

Comprehensive information must be collected from assigned members along with other effective information sources that assess work-family balance. A strategy such as allowing supervisors to experiment with different ways to accommodate different schedules keeping in mind the priority of the mission is a start to addressing local needs. A successful assessment would identify

effective and useful work-family policies that could potentially reverse high turnover and low recruiting.

3. Education – education on work-family issues can decrease the gap between the expectations of future officers and existing Air Force work-family interface policies. If a major gap exists, the Air Force could run the risk of losing valuable employees. Opportunities for educational forums include the Academy, ROTC military classes, Officer Training School curriculum, and on-going education inserting curriculum throughout the individual's career.
4. Elaborate the structure of family care to include elder care – as stated in the literature review, elder care will be to the next decade as daycare has been to the past decade. The Air Force infrastructure should begin developing solutions that will aid active duty members dealing with this issue that is exasperated by their geographic distance.
5. Continue to lobby for adequate economic and social support policies – policymakers should continue to lobby Congress and remain strong advocates on behalf of service members who balance work, family, and a unique mission.
6. Incorporate work-family issues in exit surveys. The data would serve as valuable feedback.

In sum, employers such as the Air Force should accommodate reality by changing the work environment (Nicholson, 2000). The human resources of the Air Force and the issues involved with that vital resource must be recognized and respected. An employer that tries to suppress or ignore the human element, the element that encompasses work-

family issues, runs a risk of higher turnover, problematic recruiting and the possibility of being unsuccessful.

Research Limitations

There are several limitations to this study. In addition to the predicted limitations presented in Chapter 1, the following critique identifies emergent factors that impacted the research.

1. Similar to the uniqueness of our own fingerprint, so is an individual definition of successful work-family balance. Furthermore, how people manage and address work-family issues varies from individual to individual (Kofodimos, 1996), therefore, generalizability to populations can be threatened.
2. Inferences drawn may only be applicable to organizations that have resources to build work-family policies for their employees. Many businesses, especially small businesses, have limited resources to offer work-family initiatives.
3. The research is also limited in that it does not account for incoming workforce members outside of the Air Force and beyond the geographic boundaries of Colorado and Wyoming universities.
4. The research does not account for intergenerational work ethics that potentially exist when examining attitudes of the Baby Boom generation to the generation X'ers.
5. The data is representative of the judgements of individuals that are college students and preparing to begin a career. The majority of students sampled were unmarried, childless and were not employed and have not fully realized work-

family issues. However, the sample does represent individuals about to enter the Air Force who demonstrate a strong commitment to remaining in the workforce.

Recommendations for Further Research

Future research in the area of work-family should be tailored to ascertain people's perceptions of how well they will manage and respond to their balance issues. The outcome of such research could present new accommodations and/or strategies that mirror the attitudes of the incoming workforce. Furthermore, a learning model can be developed that could assist new workforce members in addressing balance issues. This learning model should provide a realistic orientation to life skills. Such a learning template could be utilized by the Air Force. Once established, applied research could be conducted on the curriculum.

Other recommendations for further research include replication amongst other samples of the workforce. The empirical research of this study only examined a small sample of workforce members. The variety of occupations is vast and it should be studied further. Alongside this recommendation is also the need for further reliability of the factor solutions that the measure utilized. The survey instrument utilized was in its third use and further research would help in establishing instrument reliability.

Studies of the workforce should also be set up longitudinally or comparatively to further add to the field of work-family attitudes. For example, future studies may compare enlisted work-family attitudes to those of officers. With the goal of understanding how employers may adapt their policies to reflect the realities of the incoming workforce, and thereby promote compatibility between productive employment

and employees, research should continue to empirically assess workforce members' attitudes of organizational work-family initiatives.

Summary

This research addressed the broad topic of how workforce members view work and family balance issues. The major emerging themes were:

1. Factor solutions for the Career Issues Survey are consistent for three different studies.
2. Incoming Air Force officers are concerned about issues that will impact both their work and family lives.
3. Women cadets have higher expectations of the Air Force to offer work-family benefits and while also concerned about these benefits, male respondents were more aligned with traditional parenting roles.

The findings suggest that dealing with work-family issues should be a concern for the government, employers and the family unit. Oftentimes, work and family issues are seen as a social issue and given lower priority than it deserves. Taking the initiative to develop creative work – family solutions can reorder the priority. However, as unique as humans are, solutions should not try to provide single remedies or “cookie-cutter” answers when responding to work-family needs. Successful work-family solutions have the potential to strengthen human capital – a response that is vital to national society and society's development.

Author's Reflections

This study proved to be both personally and professionally rewarding as a mother, wife and an educator. The issues of work and family that I have studied have helped me

to improve myself in these three major roles. I feel that I am a living example of many of the trends and issues discussed in the literature review. I have new knowledge of the variety of work-family challenges - knowledge that I can now share with future workforce members such as my students and children.

My study has reinforced the idea that society, especially social programs and employers, must develop and tailor programs that will meet the work-family needs of their community. Currently, only a small group of employers have taken the steps to develop innovative and effective policies. Furthermore, the idea that families have changed and will continue to change has been confirmed. Family members must also take the initiative to make sense of their situations and educate themselves on the opportunities that will be most beneficial to their situation.

Lastly, I offer some challenges that I feel will alleviate some of the pressures felt by workforce members who stand on the seesaw of work and family.

1. Develop a career counseling system that promotes women to be breadwinners.
2. Modify the socialization of men and women to more open ideas of parenting roles.
3. Integrate a Life Skills curriculum into the K-12 system that introduces future workforce members to upcoming trends and the personal tools necessary to be successful in a future work environment.
4. Initiate dialogue between employees and employers to help each other understand the issues and challenges present within each other's environs. The outcome should result in solutions, or as a minimum, an understanding that will better work and family.

5. Continue research efforts that will gauge the work-family climate of our society and help employers, policy makers, employees and families make decisions that ultimately impact the human capital of our nation and world.

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APPENDIX A

CAREER ISSUES INVENTORY

Please respond to the following statements by indicating the degree to which you agree or disagree with each statement. Use the following scale in making your assessments and circle the response that you feel is most appropriate.

- 1= I strongly disagree with this statement.
 2= I somewhat disagree with this statement.
 3= I have no opinion regarding this statement.
 4= I somewhat agree with this statement.
 5= I strongly agree with this statement.

		Strongly Disagree	No Opinion	Strongly Agree
1.	The Air Force should be responsible for providing daycare facilities for the children of employees.	1	2 3 4	5
2.	Male officers have just as much right to paternity leave as do female officers.	1	2 3 4	5
3.	The Air Force should provide some paid maternity leave.	1	2 3 4	5
4.	When a woman decides to have children the Air Force should give her the option of working part-time.	1	2 3 4	5
5.	The Air Force should give women several months of paid leave following the birth of a child.	1	2 3 4	5
6.	The Air Force should not be responsible for providing special benefits to officers just because they have children.	1	2 3 4	5
7.	The Air Force should provide extra support and flexibility for male officers who have children.	1	2 3 4	5
8.	A female officer should be guaranteed by law to have the same job when she returns from pregnancy leave.	1	2 3 4	5
9.	The Air Force should subsidize daycare for working parents.	1	2 3 4	5
10.	The Air Force should provide extra support and flexibility for female officers who have children.	1	2 3 4	5
11.	In general, the Air Force has not done enough to help members who are parents.	1	2 3 4	5
12.	If a couple can afford it, one parent should stay home with the children.	1	2 3 4	5
13.	It is wrong to leave children in daycare centers.	1	2 3 4	5
14.	In general, I believe that the mother should have primary responsibility for raising the children.	1	2 3 4	5
15.	A woman should quit work as soon as she knows she is pregnant.	1	2 3 4	5

		Strongly Disagree	No Opinion	Strongly Agree
16.	One parent should stay home with the children, whether or not a couple can afford it.	1	2 3 4	5
17.	It is wrong for a woman to work outside the home when she has small children.	1	2 3 4	5
18.	The parent with the lesser paying job should stay home with the children.	1	2 3 4	5
19.	A mother should stay home with her pre-school children.	1	2 3 4	5
20.	A woman's work productivity suffers after the birth of a child.	1	2 3 4	5
21.	I think that a woman can have both a successful career and a successful homelife.	1	2 3 4	5
22.	As an employer, I would be less likely to hire a woman than a man for a job which requires extensive travel.	1	2 3 4	5
23.	In general, women are not as committed to their careers as men.	1	2 3 4	5
24.	A woman's commitment to her work generally decreases after she has had a child.	1	2 3 4	5
25.	As an employer, I would prefer to hire a woman with no children.	1	2 3 4	5
26.	Men are more concerned about success in work than are women.	1	2 3 4	5
27.	I think many people view men who do not have children as failures.	1	2 3 4	5
28.	I think that having children almost always has a negative impact on a woman's Air Force career.	1	2 3 4	5
29.	In general, a women is able to compete on an equal basis with a man only if she has no children.	1	2 3 4	5
30.	I think that it is wrong to let boys play with dolls.	1	2 3 4	5
31.	In general, I would prefer to work for a male officer.	1	2 3 4	5
32.	I think it is a common practice for the Air Force to turn down a male recruit in favor of a less-qualified female recruit.	1	2 3 4	5
33.	I think many people view women who do not have children as failures.	1	2 3 4	5
34.	I think that a man can have both a successful career and a successful homelife.	1	2 3 4	5
35.	If a woman plans to have children, she should inform prospective employers.	1	2 3 4	5

36.	Paid pregnancy leave for women constitutes discrimination against men.	1	2	3	4	5
		Strongly Disagree	No Opinion		Strongly Agree	
37.	I believe that a woman should not have authority over a man in the workplace.	1	2	3	4	5
38.	I believe that women who work are taking jobs away from men who need jobs.	1	2	3	4	5
39.	Raising a family is the most important experience one can have in life.	1	2	3	4	5
40.	I have decided that my family will always come before my career.	1	2	3	4	5
41.	When males have children they seem to become more achievement-oriented.	1	2	3	4	5
42.	Raising children is at least as rewarding as having a good career.	1	2	3	4	5
43.	When females have children they seem to become more achievement-oriented.	1	2	3	4	5
44.	I would turn down a promotion or a new job if I felt it would significantly change my present life style.	1	2	3	4	5
45.	If I could choose between working outside my home for pay and staying home with my children, I would stay home with my children.	1	2	3	4	5
46.	In general, I would prefer to work for a female officer.	1	2	3	4	5
47.	If I didn't need the money, I wouldn't work.	1	2	3	4	5
48.	I would give up attending an important function with my family if it conflicted with an important job-related function.	1	2	3	4	5
49.	The same or equivalent benefits should be given to all employees, whether or not they have children.	1	2	3	4	5
50.	If I had a choice between working and staying home, I would stay home.	1	2	3	4	5
51.	I would move my family to a new location for a higher paying and/or more responsible job.	1	2	3	4	5
52.	I expect my job to prevent me from spending the time with family and friends that I would like to.	1	2	3	4	5
53.	I expect anxiety from my job to frequently spill over into my homelife.	1	2	3	4	5
54.	I expect anxiety from my homelife to frequently spill over into my job.	1	2	3	4	5
55.	If women who work receive government support for					

childcare, women who have chosen to stay at home
and care for their children should also receive support.

1 2 3 4 5

CAREER PROFILE

Please respond to the following questions by circling the appropriate answer or by providing the information requested.

56. How likely or unlikely is it that you will leave the Air Force upon completion of your Active Duty Service Commitment?

Not at all likely	Somewhat unlikely	Uncertain	Somewhat likely	Very likely
1	2	3	4	5

Please indicate the degree of importance the following aspects will be to your job as an Air Force Officer.

	Not Important		Neutral		Very Important
57. Level of pay.	1	2	3	4	5
58. Child care policies.	1	2	3	4	5
59. Retirement benefits.	1	2	3	4	5
60. Vacation policies.	1	2	3	4	5
61. Relationships with coworkers.	1	2	3	4	5
62. Working conditions.	1	2	3	4	5
63. Training opportunities.	1	2	3	4	5
64. Working hours.	1	2	3	4	5
65. Opportunities for advancement.	1	2	3	4	5
66. Medical benefits.	1	2	3	4	5
67. Maternity leave policies.	1	2	3	4	5
68. Yearly pay increases.	1	2	3	4	5
69. Performance appraisal policies.	1	2	3	4	5
70. Paternity leave policies.	1	2	3	4	5
71. Allows adequate time for family/friends	1	2	3	4	5

Please indicate how important it is to you to have a job that has the following characteristics.

		Not Important	Neutral				Extremely Important
72.	Requires originality and creativity.		1	2	3	4	5
73.	Makes use of your specific educational background.		1	2	3	4	5
74.	Encourages continued development of knowledge and skills.		1	2	3	4	5
75.	Is respected by other people.		1	2	3	4	5
76.	Provides job security.		1	2	3	4	5
77.	Provides the opportunity to earn a high income.		1	2	3	4	5
78.	Gives you the responsibilities for taking risks.		1	2	3	4	5
79.	Requires working on problems of central importance to the organization.		1	2	3	4	5
80.	Provides ample leisure time off the job.		1	2	3	4	5
81.	Provides change and variety in duties and activities.		1	2	3	4	5
82.	Provides comfortable working conditions.		1	2	3	4	5
84.	Permits advancement to higher levels of responsibility.		1	2	3	4	5
85.	Permits working independently.		1	2	3	4	5
86.	Rewards good performance and recognition.		1	2	3	4	5
87.	Requires supervising others.		1	2	3	4	5
88.	Is intellectually stimulating.		1	2	3	4	5
89.	Permits you to work for superiors you admire and respect.		1	2	3	4	5
90.	Permits you to develop your own methods of doing the work.		1	2	3	4	5
91.	Provides a feeling of accomplishment.		1	2	3	4	5

Please indicate the extent to which you agree or disagree with each of the following statements.

- 1= Disagree very much.
- 2= Disagree moderately.
- 3= Disagree slightly very much.
- 4= Agree slightly.
- 5= Agree moderately.
- 6= Agree

		Disagree				Agree
92.	A job is what you make of it.	1	2	3	4	5 6
93.	On most jobs, people can pretty much accomplish whatever they set out to accomplish.	1	2	3	4	5 6
94.	If you know what you want out of a job, you can find a job that gives it to you.	1	2	3	4	5 6
95.	If employees are unhappy about a decision made by their boss, they should do something about it.	1	2	3	4	5 6
96.	Getting the job you want is mostly a matter of luck.	1	2	3	4	5 6
97.	Making money is primarily a matter of good fortune.	1	2	3	4	5 6
98.	Most people are capable of doing their jobs well if they make the effort.	1	2	3	4	5 6
99.	In order to get a really good job, you need to have family members or friends in high places.	1	2	3	4	5 6
100.	Promotions are usually a matter of good fortune.	1	2	3	4	5 6
101.	When it comes to landing a really good job, who you know is more important than what you know.	1	2	3	4	5 6
102.	Promotions are given to people who perform well on the job.	1	2	3	4	5 6
103.	To make a lot of money, you have to know the right people.	1	2	3	4	5 6
104.	It takes a lot of luck to be an outstanding employee on most jobs.	1	2	3	4	5 6
105.	People who perform their jobs well generally get rewarded for it.	1	2	3	4	5 6
106.	Most employees have more influence on their supervisors than they think they do.	1	2	3	4	5 6
107.	The main difference between people who make a lot of money and people who make a little money is luck.	1	2	3	4	5 6
108.	There is an inevitable tradeoff between excelling in one's career and the quality of one's homelife.	1	2	3	4	5 6
109.	A man's work productivity suffers after the birth of a child.	1	2	3	4	5 6

BIOGRAPHICAL INFORMATION

Please answer the following biographical questions by circling the response which best describes your background or by placing your response in the space provided.

89. Sex: A. Male
B. Female

90. Age: A. 19-20
B. 21-22
C. 23 +

91. Please circle the highest level of formal education completed by your mother.

A. Some high school.	D. College degree.
B. High school degree.	E. Some graduate school.
C. Some college or trade school.	F. Graduate degree.

92. Please circle the highest level of formal education completed by your father.

A. Some high school.	D. College degree.
B. High school degree.	E. Some graduate school.
C. Some college or trade school.	F. Graduate degree.

93. Did your mother work outside of the home for the majority of the time that you lived at home?

A. YES, my mother worked full-time outside our home.
B. YES, my mother worked part-time outside our home.
C. NO, my mother did not work outside our home.

If you are not currently married, please stop. Please feel free to make additional comments. Thank you, again for your time.

If you are married, please continue with the next question.

94. What is your marital status?

A. Married	C. Widowed
B. Divorced	D. Separated

95. How many years have you been married?

96. Does your spouse work outside of the home?

- A. YES, my spouse works full-time outside our home.
- B. YES, my spouse works part-time outside our home.
- C. NO, my spouse does not work outside our home.

97. Please circle the highest level of formal education completed by your spouse.

- | | |
|----------------------------------|--------------------------|
| A. Some high school. | D. College degree. |
| B. High school degree. | E. Some graduate school. |
| C. Some college or trade school. | F. Graduate degree. |

98. How many children do you have?

Ages? Child 1 Child 2 Child 3 Child 4

Thank you, again for your time. Please feel free to make additional comments.

APPENDIX B

Five Factor Analyses

Rotated Component Matrix

Question	Factor 1: Career Commitment	Factor 2: Government or Employer Work- Family Policy Responsibilities	Factor 3: Attitudes Toward Parental Responsibility for Childcare	Factor 4: Desire to Work	Factor 5: Impact of Children on Achievement Orientation
Q1	-.13	.68	-.13	0	0
Q2	0	.37	-.20	.20	-.19
Q3	-.31	.58	0	.12	.16
Q4	0	.62	.15	0	.13
Q5	-.11	.58	0	0	.15
Q6	.13	-.39	.14	0	-.20
Q7	0	.62	0	.11	0
Q8	-.20	.57	-.18	0	0
Q9	-.17	.63	-.12	0	0
Q10	-.18	.70	0	0	.15
Q11	-.11	.46	0	.15	-.16
Q12	0	0	.60	0	0
Q13	.14	0	.68	0	0
Q14	.23	0	.62	0	0
Q15	.40	-.21	.38	.12	0
Q16	.12	-.15	.63	0	0
Q17	.38	0	.68	0	0
Q18	.22	0	.64	0	0
Q19	.22	0	.73	0	.16
Q20	.59	-.22	.18	0	0
Q21	-.30	.18	-.30	0	.17
Q22	.63	-.14	0	0	.17
Q23	.64	-.13	0	0	0
Q24	.67	-.11	0	0	0
Q25	.65	-.11	.15	-.11	.12
Q26	.60	0	0	.10	0
Q27	.52	.13	.11	.10	.12
Q28	.52	0	.12	0	0
Q29	.59	0	0	-.15	0
Q30	.47	-.16	0	0	0
Q31	.57	-.14	0	0	0
Q32	.43	0	.20	0	0
Q33	.48	0	0	0	0
Q34	-.21	0	0	0	.45
Q35	.36	-.15	.11	0	.26

Question	Factor 1: Career Commitment	Factor 2: Government or Employer Work- Family Policy Responsibilities	Factor 3: Attitudes Toward Parental Responsibility for Childcare	Factor 4: Desire to Work	Factor 5: Impact of Children on Achievement Orientation
Q36	.45	-.29	0	0	-.26
Q37	.50	-.11	0	.15	-.23
Q38	.55	-.14	.20	0	-.18
Q39	0	.14	.22	.30	.41
Q40	0	.22	.23	.45	.29
Q41	.34	0	0	0	.63
Q42	0	.30	.24	.22	.40
Q43	.20	0	0	-.13	.68
Q44	.14	0	0	.50	0
Q45	0	.21	.18	.55	0
Q46	0	.26	0	0	.32
Q47	.12	0	0	.52	-.12
Q48	.14	-.19	-.16	-.47	0
Q49	0	-.16	-.22	.31	0
Q50	.20	0	0	.65	0
Q51	0	0	-.20	-.11	.25
Q52	.15	.21	0	-.34	0
Q53	.24	.34	0	-.42	-.27
Q54	.29	.23	0	-.28	-.26
Q55	0	.20	.14	.24	-.12

Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization.

APPENDIX C

Triangulation Results

Triangulation Results for Factor 1

Question	Current Factor Loading	1991 Factor Loading	1993 Factor Loading
20. A woman's work productivity suffers after the birth of a child.	.59	.42 (Nonwork Issues as Limits of Work Effectiveness)	.68 (Career Commitment)
22. As an employer, I would be less likely to hire a woman than a man for a job which requires extensive travel.	.63	.49 (Nonwork Issues as Limits of Work Effectiveness)	Less than .5
23. In general, women are not as committed to their careers as men.	.64	.56 (Nonwork Issues as Limits of Work Effectiveness)	.59 (Career Commitment)
24. A woman's commitment to her work generally decreases after she has had a child.	.67	.42 (Nonwork Issues as Limits of Work Effectiveness)	.68 (Career Commitment)
25. As an employer, I would prefer to hire a woman with no children.	.65	.44 (Nonwork Issues as Limits of Work Effectiveness)	.60 (Career Commitment)
26. Men are more concerned about success in work than are women.	.60	.58 (Nonwork Issues as Limits of Work Effectiveness)	.56 (Career Commitment)
27. I think many people view men who do not have children as failures.	.525	Less than .4	Less than .5
28. I think that having children almost always has a negative impact on a woman's Air Force career.	.52	.52 (Nonwork Issues as Limits of Work Effectiveness)	.70 (Career Commitment)
29. In general, a woman is able to compete on an equal basis with a man only if she has no children.	.59	.45 (Nonwork Issues as Limits of Work Effectiveness)	.60 (Career Commitment)
31. <i>In general, I would prefer to work for a male officer.</i>	.57	-.63 (<i>Gender Preference for a Manager</i>)	Less than .5
37. <i>I believe that a woman should not have authority over a man in the workplace.</i>	.50	.46 (<i>Traditionally Defined Sex Roles</i>)	Less than .5
38. <i>I believe that women who work are taking jobs away from men who need jobs.</i>	.55	.47(<i>Traditionally Defined Sex Roles</i>)	Less than .5

Triangulation Results for Factor 2

Question	Current Factor Loading	1991 Factor Loading	1993 Factor Loading
1. The Air Force should be responsible for providing daycare facilities for the children of employees.	.68	.51 (Govt/Emp work-family policy responsibilities)	.60 (Govt/Emp work-family policy responsibilities)
3. The Air Force should provide some paid maternity leave.	.58	.56 (Govt/Emp work-family policy responsibilities)	.66 (Govt/Emp work-family policy responsibilities)
4. When a woman decides to have children the Air Force should give her the option of working part-time.	.62	.45 (Govt/Emp work-family policy responsibilities)	.70 (Govt/Emp work-family policy responsibilities)
5. The Air Force should give women several months of paid leave following the birth of a child.	.58	.55 (Govt/Emp work-family policy responsibilities)	.66 (Govt/Emp work-family policy responsibilities)
7. The Air Force should provide extra support and flexibility for male officers who have children.	.62	.65 (Govt/Emp work-family policy responsibilities)	.65 (Govt/Emp work-family policy responsibilities)
8. A female officer should be guaranteed by law to have the same job when she returns from pregnancy leave.	.57	.53 (Govt/Emp work-family policy responsibilities)	Less than .5
9. The Air Force should subsidize daycare for working parents.	.63	.50 (Govt/Emp work-family policy responsibilities)	.53 (Govt/Emp work-family policy responsibilities)
10. The Air Force should provide extra support and flexibility for female officers who have children.	.70	.66 (Govt/Emp work-family policy responsibilities)	.61 (Govt/Emp work-family policy responsibilities)

Triangulation Results for Factor 3

Question	Current Factor Loading	1991 Factor Loading	1993 Factor Loading
12. If a couple can afford it, one parent should stay home with the children.	.605	.58 (Parental Responsibility for Child Care)	.64 (Attitudes Toward Parental Responsibility for Child Care)
13. It is wrong to leave children in daycare centers.	.68	.64 (Parental Responsibility for Child Care)	.62 (Attitudes Toward Parental Responsibility for Child Care)
14. In general, I believe that the mother should have primary responsibility for raising the children.	.62	.47 (Parental Responsibility for Child Care)	Less than .5
16. One parent should stay home with the children, whether or not a couple can afford it.	.63	.48 (Parental Responsibility for Child Care)	.73 (Attitudes Toward Parental Responsibility for Child Care)
17. It is wrong for a woman to work outside the home when she has small children.	.68	.63 (Parental Responsibility for Child Care)	.73 (Attitudes Toward Parental Responsibility for Child Care)
18. The parent with the lesser paying job should stay home	.64	.61 (Parental Responsibility for Child	.70 (Attitudes Toward Parental Responsibility

with the children.		Care)	for Child Care)
19. A mother should stay home with her pre-school children.	.73	.68 (Parental Responsibility for Child Care)	.80 (Attitudes Toward Parental Responsibility for Child Care)

Triangulation Results for Factor 4

Question	Current Factor Loading	1991 Factor Loading	1993 Factor Loading
44. I would turn down a promotion or a new job if I felt it would significantly change my present life style.	.50	Less than .4	Less than .5
45. If I could choose between working outside my home for pay and staying home with my children, I would stay home with my children.	.55	Less than .4	Less than .5
47. If I didn't need the money, I wouldn't work.	.52	.74 (Work Commitment)	.65 (Desire to Work)
50. If I had a choice between working and staying home, I would stay home.	.65	.75 (Work Commitment)	.73 (Desire to Work)

Triangulation Results for Factor 5

Question	Current Factor Loading	1991 Factor Loading	1993 Factor Loading
41. When males have children they seem to become more achievement-oriented.	.63	.50 (Family Importance)	.74 (Impact of Children on Achievement Orientation)
43. When females have children they seem to become more achievement-oriented.	.68	.59 (Family Importance)	.64 (Impact of Children on Achievement Orientation)